



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Albany	New Scotland Elementary School	PK-5

Collaboratively Developed By:

The New Scotland Elementary School SCEP Development Team:

Name	Role/Position
Lesley Buff	Principal
Timitra Rose	Assistant Principal
Wanda Carter	Teacher
Susan Gray	Teacher
Kourtney Abbruzzese	Teacher
Elizabeth Despart	ELA Coach
Kimberly McDonough	Math Coach
Kimberly Judy	Parent
Jenneane Klahr	SLP
Christine Moore	Teacher
Meredith Avery-McDonald	Social Worker
Margaret Capozzola	Psychologist
Colleen Ryan	Teacher

And in partnership with the staff, students, and families of New Scotland 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

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](#) - All Schools
- [Analyze: Survey Data](#)- All Schools

SCEP Cover Page

- [Analyze: Tenet 1 Systems and Structures Inventory](#)- All Schools
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I-ELA/Social Studies- [District ELA/Social Studies Guidance](#)

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to fostering an environment that provides rigorous grade level tasks and promotes strong foundational skills, critical thinking and intellectual growth among students.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this Commitment fit into what we envision for the school?</i>• <i>How does this Commitment relate to what we heard when listening to others?</i>• <i>How does this Commitment connect to what we observed through analysis?</i>	We are committing to this because last school year, two of our SCEP Actions for ELA were: <ul style="list-style-type: none">• Teachers will work with the literacy coach to develop and implement standards aligned core instruction, text dependent questions for instruction, and implementation of the new literacy maps.• Teachers will work with students to develop their proficiency in responding to grade level questions orally and in writing. However, according to our DTSDE survey, only 63.6% of teachers stated that they were asking higher level thinking questions. We have observed in classroom visits, that teachers do not consistently ask students higher level thinking questions. We recognize that in order for students to become analytical thinkers, they need many opportunities to practice answering questions that require higher order thinking. We believe that 80% or more of our students can and should meet or exceed the grade level standard. We believe we need to continue to focus our efforts on higher level questioning and releasing our students to do the work.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

New Scotland Elementary School Spring 2023 NWEA Reading

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	84	43	53	40	46	--	--	--	--	58	66	59	54	61	
1	82	50	52	45	46	--	--	--	--	70	58	47	60	55	
2	67	47	51	46	52	--	--	--	--	65	61	48	59	57	
3	71	55	55	59	56	19	41	13	135	56	60	53	52	54	
4	74	47	48	45	45	32	18	22	123	59	46	47	53	47	
5	86	52	47	55	51	29	20	15	105	50	48	46	49	42	
Ethnicity															
A	53	51	47	51	51	30	39	13	141	58	50	51	53	49	
B	102	35	37	28	32	35	19	2	78	58	48	45	52	48	
H	78	42	45	35	41	29	24	3	83	59	49	51	51	47	
W	174	59	62	64	61	19	32	31	159	58	64	56	55	59	
Multi	54	53	56	54	54	28	16	22	114	75	63	41	64	54	
AIC	39	39	40	31	33	25	17	17	--	70	67	49	65	59	
SWD	64	22	25	10	11	22	2	0	27	51	36	40	49	40	
ELL	58	21	21	4	7	30	0	0	30	50	49	49	50	47	
ECO	224	36	35	33	29	33	16	4	76	58	48	45	53	47	
ALL (K-5)	464	49	51	48	49	27	26	17	120	60	56	50	54	53	

Commitment 1- ELA/Social Studies

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
August	The building leader will create and maintain a 6-8 week schedule of Tier 1 planning.					
Sept. - Dec.	Reading teachers or literacy coach will meet with classroom teachers to create, implement, and update Tier 1 plans utilizing NWEA, easyCBM, LSA, KSA, and observational data. In trimester 1, Kindergarten T1 meetings will plan for small group instruction around core phonics and phonemic awareness.					
Sept. - Oct.	The literacy coach will create and maintain a schedule for supporting small group instruction for ELA/SS curriculum implementation within K-5 classrooms utilizing structures for meaningful independent work where students are engaged in authentic grade level reading and writing tasks on their own or in pairs.					

Commitment 1- ELA/Social Studies

<p>Nov. - Dec.</p>	<p>Based on building data, the literacy coach will maintain a schedule for co-teaching support around ELA/SS instruction to ensure students are doing the work of the lesson through active listening, accountable talk, and daily opportunities for reading and writing.</p>					
<p>Sept. - Dec.</p>	<p>Prior to beginning each new ELA/SS unit, the building leaders and literacy coach will schedule and implement 90 minute grade-level meetings for the purpose of planning Equitable Instruction for the Tier 1 Classroom (including strategies from the Instructional Playbook, creating the Big Idea Chart and the development of scaffolds in the form of discussion/evidence chart and written questions to prepare students for the weekly text dependent question).</p>					
<p>Sept. - Dec.</p>	<p>Classroom teachers will employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</p>					
<p>Sept. - Dec.</p>	<p>The building leaders will visit classrooms to ensure the successful implementation of text specific questions and tasks in the ELA/SS curriculums (both oral and written) focusing on independent and productive struggle and determine next steps for support.</p>					

Commitment 1- ELA/Social Studies

We believe we will be on track to meet our Mid-Year Benchmark(s) in 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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Unit Assessments	Each classroom will achieve 80% proficiency.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	<p>Teachers engage students in creating a Big Idea chart where knowledge throughout the text is charted leading to the culminating writing task.</p> <p>Teachers using unit plans or developing their own scaffolds in the form of discussion, evidence chart and written questions that prepare students for the weekly text-dependent question.</p>	
Student Behaviors and Practices	Classroom Visits	Students will answer the weekly text dependent question found on the unit overview, in writing, as an assessment of their understanding of the knowledge of the unit.	

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

Commitment 1- ELA/Social Studies

	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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Insert Winter NWEA TABLE from Ken Robin if Commitment is in ELA or Math



Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
Jan. - June	Reading teachers or literacy coach will meet with classroom teachers to create, implement, and update Tier 1 plans utilizing NWEA, easyCBM, LSA, KSA, and observational data.					
Jan. - June	Based on classroom visits, the building leaders will identify classrooms in need of further support with small group instruction utilizing structures for meaningful independent work where students are engaged in authentic reading and writing tasks on their own or in pairs.					

Commitment 1- ELA/Social Studies

<p>Jan. - June</p>	<p>Based on building data, the literacy coach will maintain a schedule for supporting ELA/SS instruction to ensure students are doing the work of the lesson through active listening, accountable talk, and daily opportunities for reading and writing.</p>					
<p>Jan. - June</p>	<p>The literacy coach will continue to hold 90 minute grade-level sessions with classroom teachers prior to beginning each new ELA/SS unit for the purpose of ensuring Equitable Instruction (including strategies from the Instructional Playbook, creating the Big Idea Chart and the development of scaffolds in the form of discussion/evidence chart and written questions to lead students to the weekly text dependent question).</p>					
<p>Jan. - June</p>	<p>Classroom teachers will employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</p>					
<p>Jan. - June</p>	<p>The building leaders will visit classrooms to ensure the successful implementation of text specific questions and tasks in the ELA/SS curriculums (both oral and written) focusing on independent and productive struggle.</p>					

COMMITMENT 2-Math/Science- District [Math Science](#) Guidance

Our Commitment/ Root Cause

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to supporting students in increasing engagement with a deeper conceptual understanding, and problem solving, specifically students who have unfinished learning in their grade level.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The district is adopting a new curriculum that fully shifts instruction to develop conceptual understanding and our observations show that teachers are more reliant on procedural Math instruction.</p> <p>According to our 2022 NYS testing data 59 % of students are not proficient, in grades 3-5. In addition to this, 49% of our students fell below the Mean RIT percentile in NWEA. We envision a school where 80% of our students are grade level proficient.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Commitment 2- Math/Science

New Scotland Elementary School Spring 2023 NWEA Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	84	50	58	50	61	--	--	--	--	65	71	57	62	64	
1	85	52	53	54	53	--	--	--	--	75	64	42	68	56	
2	66	52	59	50	65	--	--	--	--	83	78	46	69	63	
3	71	53	50	54	44	29	22	24	132	67	50	42	58	48	
4	74	42	44	43	45	15	22	21	110	67	62	45	63	58	
5	86	42	40	44	41	27	18	5	76	59	40	37	56	42	
Ethnicity															
A	55	56	50	56	53	29	29	17	129	71	49	38	67	47	
B	104	32	36	26	31	17	8	13	65	60	57	47	56	53	
H	77	39	41	32	39	27	14	3	61	69	54	44	63	51	
W	173	60	62	69	69	28	29	24	147	72	69	47	64	59	
Multi	54	48	53	51	50	19	22	13	94	74	59	43	68	56	
AIC	39	46	42	39	38	8	25	17	--	76	57	45	71	55	
SWD	65	23	23	19	22	12	5	0	21	57	47	40	55	46	
ELL	59	33	29	20	17	25	10	0	45	62	57	45	57	48	
ECO	225	35	34	31	30	25	11	4	56	58	53	42	57	48	
ALL (K-5)	466	48	50	49	51	24	21	16	104	69	60	45	63	55	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Underscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
Sept. - Dec.	Coach will provide professional development on teacher and principal PD days, as well as scaffolded, classroom embedded modeling and co-teaching centered around unpacking and planning needed to implement the new primary resource Illustrative to support the progression of standards.					
Sept. - Dec.	Math coach will provide BRIDGES training and support to interventionists, teachers and TAs in order for them to deliver instruction that closes instructional gaps due to unfinished learning.					
Sept. - Dec.	Instructional coach and teachers will meet to review data to determine grouping: IXL, NWEA, etc. periodically based on when assessments are given.					
Sept. - Dec.	Instructional coach and teachers will work to properly select and create centers that target the focus standards.					

Commitment 2- Math/Science

Sept. - Dec.	Building leaders will visit classrooms to support CORE Instruction and Academic Intervention and Enrichment.					
Sept. - Dec.	Teachers will facilitate CPT lesson planning focused on how Illustrative lessons convey the grade level standards and ensure that the planned lesson allows all students opportunity for voice and engagement in their own growth.					

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Unit Assessments	Each classroom will achieve 80% proficiency.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Teachers understanding and executing instructional routines and strategies that align with the new primary resource, Illustrative, included but not limited to the use of number talks, and launch-explore-debrief.	
Student Behaviors and Practices	Classroom Visits	Students engaged in individual and collaborative problem solving that requires them to discuss and justify their work.	

Commitment 2- Math/Science

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Insert Winter 2024 NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unsigned				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
Jan. - June	Coach will provide professional development on teacher and principal PD days, as well as scaffolded, classroom embedded modeling and co-teaching centered around unpacking					

Commitment 2- Math/Science

	and planning needed to implement the new primary resource Illustrative to support the progression of standards.					
Jan. - June	Math coach will provide BRIDGES training and support to interventionists, teachers and TAs in order for them to deliver instruction that closes instructional gaps due to unfinished instruction.					
Jan. - June	Instructional coach and teachers will meet to review data to determine grouping: IXL, NWEA, etc. periodically based on when assessments are given.					
Jan. - June	Instructional coach and teachers will work to properly select and create centers that target the focus standards					
Jan. - June	Building leaders will visit classrooms to support CORE Instruction and Academic Intervention and Enrichment					
Jan. - June	Teachers will facilitate CPT lesson planning focused on how Illustrative lessons convey the grade level standards and ensure that the planned lesson allows all students opportunity for voice and engagement in their own growth.					

COMMITMENT 3- Attendance [District PPS Guidance](#)

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to students attending school everyday to ensure academic and social emotional growth and overall school success.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Attendance and tardiness have a clear impact on student achievement. In striving to achieve 80% proficiency in ELA and Math, students need to be in school to have access to the curriculum and instruction.</p> <p>According to PowerBi, New Scotland ES has a 20% chronic absenteeism rate. Additionally, 29% percent of students have more than 10 late arrivals this school year.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Chronic Absenteeism Rate	A reduction of 5% over the previous year’s chronic absenteeism rate.	

Commitment 3- Attendance

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • 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? 	Summer	September	October	November	December
July-August	The attendance officer will complete family outreach for the chronically absent students (red and orange students) to support students and families for the return to school.					
July-August	The assistant principal will complete family outreach for the chronically absent students (yellow students) to support students and families for the return to school; as well as students with more than 20 latenesses during the 2022-23 school year.					
August-September	The building leader will review the Attendance SCEP with staff to provide an overview of attendance goals and activities for the year.					

Commitment 3- Attendance

August-September	The Back to School newsletter will include the district’s and school’s attendance policy outlining the impact of positive attendance and resources to support healthy attendance habits.					
September-December	School will implement the PAWS attendance program, to include a weekly message in School Messenger for families with the daily average attendance rate.					
September-December	The Attendance Committee will meet weekly to review student attendance, provide case management, complete home visits as needed and create individualized plans for chronically absent students where necessary.					
September-December	Each member of the Attendance Team will be assigned a grade level to be the liaison (case manager) between the grade level and the Attendance Committee.					
September-December	On a daily basis, the assistant principal, grade level liaisons and attendance secretary will monitor attendance for chronically absent students and follow their individual attendance plan.					
September-December	Daily acknowledgement of outstanding and improved attendance for the class.					

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

Commitment 3- Attendance

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Chronic Absenteeism	A reduction of 5% absences for identified CA students	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	<p>Overall increase of student attendance and consistent reporting of student absences.</p> <p>Accountability- Teachers using Schooltool “notes” to document parent phone calls and conversations regarding why the student was absent and what the student is missing academically and socially.</p>	
Student Behaviors and Practices	SchoolTool	<p>Fewer students with 2 or more late arrivals.</p> <p>An increase in the number of students with 95% or better attendance over the previous school year.</p>	

Commitment 3- Attendance

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	L4. Our school is positive and fun F26. My teachers send notes home or call my family.	SA/A- 90%	
Staff Survey	F84. We are able to help families set high expectations for their children	SA/A-80%	
Family Survey	RC21. My child(ren) talk about their education and future plans.	SA/A-80%	

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	PowerBi and Schooltool	Decrease in chronic absenteeism and lateness, via monthly comparison from previous to current year.	

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled

Commitment 3- Attendance

Start and End Month	<ul style="list-style-type: none"> • 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? 	January	February	March	April	May
January-June	School will implement the PAWS attendance program, to include a weekly message in School Messenger for families.					
January-June	The Attendance Committee will meet weekly to review student attendance, provide case management, complete home visits as needed and create individualized plans for chronically absent students, as necessary.					
January-June	On a daily basis, the assistant principal, teacher and attendance secretary will monitor attendance for chronically absent students and follow their individual attendance plan.					
January-June	Each member of the Attendance Team will be assigned a grade level to be the liaison between the grade level and the Attendance Committee.					
January-June	Daily acknowledgement of outstanding and improved attendance for the class.					

COMMITMENT 4- SEL [District PPS Guidance](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to developing students who can effectively manage their emotions and behaviors.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We envision a school culture in which students are capable of identifying their emotions and behaviors, taking responsibility for their actions and being able to regulate their emotions.</p> <p>According to the Spring SRSS-IE results, approximately 18.35 % of our students are scoring ‘Level 3/Red’ in need of additional social emotional support. 24.71% of our students are scoring ‘Level 2/Yellow’ in need of monitoring/consulting. 56.94% of our students are scoring ‘Level 1/Green’ and in need of no additional support.</p> <p>Additionally, the DDTSE indicates all stakeholders (faculty, students, families) feel that behavior has a strong impact on academic success/instruction in the classroom.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Disciplines Suspensions SRSS-IE results</p>	<p>A decrease in discipline referrals. An increase in level 2 and level 1 on SRSS-IE results.</p>	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
July-August	Student Support Team to meet over the summer to refresh and plan RULER implementation.					
September	The RULER Committee will revisit the school charter with the entire staff to set the tone for the school year.					
September	The classroom teachers will create, model and implement a classroom charter with their students.					
September-October	The Student Support Team will identify individual students and/or classrooms and/or grade levels in need of SE supports beginning immediately in September.					
September-October	The Student Support Team, in conjunction with the classroom teacher, will develop a plan for individual students and/or					

Commitment 4- SEL

	classrooms and/or grade levels in need of SE support.					
September-December	Each month teachers will introduce one pillar of the RULER process.					
September-December	The building leaders will visit classrooms to ensure the successful implementation of RULER during SEL time.					
September-December	The Student Support Team will include a message in the School Newsletter on home engagement. This will also be sent via School Messenger.					
September-December	A RULER section will be included in the monthly newsletter for parents to have an understanding of SEL taught in the classroom.					
October	On teacher PD day, following the completion of the SRSS-IE, the Student Support Team will offer PD regarding the results of the SRSS-IE.					

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? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
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Commitment 4- SEL

Student Data	SSRS-IE	An increase in the percentage of students that are identified as low risk for internalizing and externalizing behaviors.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Teachers implementing SEL/RULER lessons and practices.	
Student Behaviors and Practices	SafeSchools	A decrease in classroom incidents over the previous school year.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	CD 28. Students in our school take responsibility for their actions.	SA/A-80%	
Staff Survey	S.61. We have an effective system for developing and building students' social and emotional health.	SA/S-80%	
	CD 28. Students in our school take responsibility for their actions. S69. Student behavior does not interfere with instruction.	SA/S-70%	
Family Survey	S39. Student behavior does not interfere with instruction.	SA/A-50%	
		SA/A-70%	

Commitment 4- SEL

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	SRSS-IE	An increase in the percentage of students that are identified as low risk for internalizing and externalizing behaviors.	



Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
January-June	The RULER Committee will review results of the SRSS-IE and implement interventions as needed.					
January	On teacher PD day, following the completion of the SRSS-IE, the Student Support Team will offer PD to teachers regarding the results of the SRSS-IE.					
January-January						

Commitment 4- SEL

June						
January- June	The building leaders will visit classrooms to ensure the successful implementation of RULER during SEL time.					
May	On teacher PD day, following the completion of the SRSS-IE, support staff will offer PD to teachers regarding the results of the SRSS-IE.					

COMMITMENT 5- Building Equity Team [Equity Action Plan](#)

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

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to creating an inclusive and fair learning environment for all students, with equal access to resources and opportunities, regardless of their backgrounds or circumstances.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this Commitment fit into what we envision for the school?</i>• <i>How does this Commitment relate to what we heard when listening to others?</i>• <i>How does this Commitment connect to what we observed through analysis?</i>	Building on the professional development that we provided in the 2022-2023 school year, and given the fact that only 64.2% of students “ Strongly Agree/Agree” with the survey statement, <i>Staff do not show any preconceived bias toward any student group</i> , we want to continue to prioritize culturally responsive teaching practices that recognize and value diverse backgrounds and experiences for students.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA DTSDE	NWEA-ALL students achieving 80% proficiency DTSDE- An increase in the percentage of students strongly agreeing with the survey statement, <i>Staff do not show any preconceived bias toward any student group.</i>	

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

Commitment 5- Building Equity Team

New Scotland Elementary School Spring 2023 NWEA Reading

Subgroup	N		Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile		
	S2023	F2022	S2023	F2022	S2023	L2	L3	L4	PI	W23toS23	F22toS23	F22toW23	W23toS23	F22toS23	
Grade															
K	84	43	53	40	46	--	--	--	--	58	66	59	54	61	
1	82	50	52	45	46	--	--	--	--	70	58	47	60	55	
2	67	47	51	46	52	--	--	--	--	65	61	48	59	57	
3	71	55	55	59	56	19	41	13	135	56	60	53	52	54	
4	74	47	48	45	45	32	18	22	123	59	46	47	53	47	
5	86	52	47	55	51	29	20	15	105	50	48	46	49	42	
Ethnicity															
A	53	51	47	51	51	30	39	13	141	58	50	51	53	49	
B	102	35	37	28	32	35	19	2	78	58	48	45	52	48	
H	78	42	45	35	41	29	24	3	83	59	49	51	51	47	
W	174	59	62	64	61	19	32	31	159	58	64	56	55	59	
Multi	54	53	56	54	54	28	16	22	114	75	63	41	64	54	
AIC	39	39	40	31	33	25	17	17	--	70	67	49	65	59	
SWD	64	22	25	10	11	22	2	0	27	51	36	40	49	40	
ELL	58	21	21	4	7	30	0	0	30	50	49	49	50	47	
ECO	224	36	35	33	29	33	16	4	76	58	48	45	53	47	
ALL (K-5)	464	49	51	48	49	27	26	17	120	60	56	50	54	53	

Commitment 5- Building Equity Team

New Scotland Elementary School Spring 2023 NWEA Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile		
	S2023	F2022	S2023	F2022	S2023	L2	L3	L4	PI	W23toS23	F22toS23	F22toW23	W23toS23	F22toS23
Grade														
K	84	50	58	50	61	--	--	--	--	65	71	57	62	64
1	85	52	53	54	53	--	--	--	--	75	64	42	68	56
2	66	52	59	50	65	--	--	--	--	83	78	46	69	63
3	71	53	50	54	44	29	22	24	132	67	50	42	58	48
4	74	42	44	43	45	15	22	21	110	67	62	45	63	58
5	86	42	40	44	41	27	18	5	76	59	40	37	56	42
Ethnicity														
A	55	56	50	56	53	29	29	17	129	71	49	38	67	47
B	104	32	36	26	31	17	8	13	65	60	57	47	56	53
H	77	39	41	32	39	27	14	3	61	69	54	44	63	51
W	173	60	62	69	69	28	29	24	147	72	69	47	64	59
Multi	54	48	53	51	50	19	22	13	94	74	59	43	68	56
AIC	39	46	42	39	38	8	25	17	--	76	57	45	71	55
SWD	65	23	23	19	22	12	5	0	21	57	47	40	55	46
ELL	59	33	29	20	17	25	10	0	45	62	57	45	57	48
ECO	225	35	34	31	30	25	11	4	56	58	53	42	57	48
ALL (K-5)	466	48	50	49	51	24	21	16	104	69	60	45	63	55

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
July-August	The Equity Team will meet to create a professional development outline for the school year.					
July - August	The Equity Team will develop a Culturally Responsive Student Questionnaire and mail it home to families.	Grey	Grey	Grey	Grey	Grey
September	Each teacher will be given time during the opening days of school to review the Culturally Responsive Student Questionnaire for students in their classroom.					
Sept. - October	During professional development each teacher will complete the Birthday Cluster exercise to explore the range of development in their class.	Grey	Grey	Grey	Grey	Grey
September - November	The process for electing the Student Leadership Team will begin.					
Sept.- Dec.	All staff will engage in a book read from the book Yardsticks.	Grey	Grey	Grey	Grey	Grey

Commitment 5- Building Equity Team

October - November	During professional development each teacher will complete How Well Are You Seeing activity.					
Sept.- Dec.	All students will participate in the one book/one school initiative using the books Name Jar and My Name is Maria Isabel.					
Sept.- Dec.	All teachers will utilize strategies from AVID and the district instructional playbook in the classroom to support equitable teaching practices.					
November - December	The Student Leadership Team will hold regular meetings and determine a school issue they want to problem solve.					
Nov.- Dec.	The Student Leadership Team will identify a school-wide activity on inclusion and diversity.					

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	SafeSchools	Proportional classroom referrals with regards to student discipline.	

Commitment 5- Building Equity Team

Adult/Schoolwide Behaviors and Practices	Classroom Visits	Teachers ensure equitable participation where all student voices are considered and included.	
	School events sign in sheets	Representation of all of our families at school wide events.	
Student Behaviors and Practices	Classroom Visits	Students are actively engaged and striving to meet the learning targets.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	DV 74. All students are treated the same, regardless of family background/ethnicity.	SA/A- 100%	
	DV 81. Students say that staff do not show any preconceived bias toward any student group.	SA/A-100%	
Staff Survey	DV 74. All students are treated the same, regardless of family background/ethnicity.	SA/A- 100%	
	DV 81. Students say that staff do not show any preconceived bias toward any student group.	SA/A-100%	
Family Survey	DV 74. All students are treated the same, regardless of family background/ethnicity.	SA/A- 100%	
		SA/A-100%	

Commitment 5- Building Equity Team

	DV 81. Students say that staff do not show any preconceived bias toward any student group.		
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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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	NWEA DTSDE	An increase in the percentage of students that are proficient. 100% of students, staff and families believe that all students are treated the same.	

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? 	January	February	March	April	May

Commitment 5- Building Equity Team

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
January-June	The Student Leadership Team will meet monthly with the assistant principal.					
Jan.-June	Student Leadership and Equity Teams working together to develop and implement a school-wide activity that fosters inclusivity.					
Jan.-June	Each classroom practicing in a one school/one book culminating activity.					
Jan.-June	The Equity Team will provide professional development, once a month.					
Jan.-June	All staff will engage in a book read from the book Yardsticks.					
Jan.-June	All teachers will utilize AVID teaching strategies in the classroom to support equitable teaching practices.					

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	Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1-ELA/SS, Commitment 2-Math/Science
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Instructional coaches connects to the commitment to helping teachers provide higher level questions and teach conceptual math so students can reach or exceed 80% proficiency.

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
Lesley Buff	Principal
Timitra Rose	Assistant Principal
Wanda Carter	Teacher
Susan Gray	Teacher
Kourtney Abbruzzese	Teacher
Elizabeth Despart	ELA Coach
Kimberly McDonough	Math Coach
Kimberly Judy	Parent
Jenneane Klahr	SLP
Christine Moore	Teacher
Meredith Avery-McDonald	Social Worker
Margaret Capozzola	Psychologist
Colleen Ryan	Teacher

Our Team's Process

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				<i>x</i>	<i>x</i>		
3/2/23	x	x	x				
3/6/23	x	x	x				
5/1/23							x
5/15/23							x
5/17/23							x
5/19/23							x
6/9/23							x
6/16/23							x

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.