New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Gloversville Enlarged School District	Park Terrace School	PK-2

Collaboratively Developed By:
The Park Terrace School SCEP Development Team *See Team Members section of the document*

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?	*Reduce rates of Chronic Absenteeism for the Students with Disabilities Sub-group*
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?*	To ensure that we promote the district's vision of forging a community partnership that challenges people to reach their full potential as lifelong learners we first need to create bonds between staff and students. These bonds are created when we can establish routines and trust through daily interactions. Over the past 16 months the COVID 19 pandemic has significantly impacted our abilities as a school to provide a consistent learning environment. With significant interruptions to our learning students and community members had to remain flexible and were required to adjust to new learning schedules often. Due to these unforeseen changes and quarintees students were unable to develop traditional school routines which created increased levels of absences among the student population. From the "How Learning Happens" document we have learned that learning is social and from our relationships and interactions we develop our ability to learn. Developing stronger relationships allows students to feel safe which also increases their ability to learn more effectively. From this we understand that developing relationships is the utmost important and these relationships are created from daily interactions. Increasing attendance in students will allow for us to develop a strong relationship creating an improved learning environment. This commitment fits with others by aligning with our district commitments. Over the closure and the start of the 2020-2021 school year we saw an increase in students who were disengaged from learning. Focusing on engaging students into a more consistent schedule will allow us to increase student engagement with learning.

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?
Attendance Committee	This committee is made of staff and faculty to evaluate student attendance data to target students. Over the year the committee will make phone calls to connect with families and assist with getting students to school by utilizing community resources.	The committee meets bi-weekly to ensure students' attendance data is consistently being evaluated. Students that continue to have a steady increase in absences will be referred to the Truancy Officer.	This committee meets throughout the school year during district planning times. Members will utilize contractual time to reach out to parents to discuss attendance and resources.
School Success Program	The School Success Program is a joint effort between the district and the Department of Social Services to provide assistance to families who are struggling to get students to attend school regularly. The school Success Program has a designated worker who connects and assists targeted families to help improve student attendance.	The attendance team and School Success Program work together to track families and their attendance over the course of the year. As students improve or decrease in attendance families will be added or removed from the School Success Program's caseload. Each participating student's data will be tracked throughout the school year.	The School Success Program is funded through the Department of Social Services. As a district we have weekly meetings with the caseworker and quarterly meetings with the director to ensure the program is working effectively.

Strive for Five	Strive for Five is an attendance initiative to incentivize student attendance. This committee works to plan events for students to celebrate attendance. They also work to build informational materials on the importance of attending school regularly to be dispersed into the community.	Student attendance data will be tracked throughout the school year.	This committee is formed of members of the school community.

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	N/A	N/A
Staff Survey	There are strong school-community partnerships at my school. (52% strongly agree and agree)	75%
Family Survey	I feel welcome in my child's school. (57% strongly agree and agree) Teachers respect students in this school. (88% strongly agree and agree)	75% 95%

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.
Having a building attendance rate of 93% (2% increase). Having an 85% participation rate in school sponsored extracurricular activities.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	*Improve the numeracy skills of the Students with Disability sub-group by leveraging diagnostic assessment data to target specific student deficits and remediate those deficits via data driven small group instruction*
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?*	This commitment is important to us because it directly aligns with our district vision to challenge people to reach their full potential as life- long learners and productive citizens. Allowing ourselves to target specific deficits in our students creates opportunities for us to develop a more robust educational experience. This will ensure that we are preparing our students to be more successful in future learning. When looking at specific data we saw that our sub group of students with disabilities had clear deficits in their numeracy skills. Based on i-Ready data 94% of students with disabilities at Park Terrace are working one or more grade levels behind in mathematics with 50% being more than two years behind grade level. In conjunction with the COVID-19 pandemic we experienced educational interruptions which decreased exposure to foundational skills that are required for progression through the curriculum. From the "How Learning Happens' we have learned how important meaningful learning is in advance students. As a district we need to ensure that every child is engaged in meaningful learning that is relevant to them. By creating this commitment we are going to look at students on an individual basis to locate specific deficits to them. Doing this we are creating materials that are specifically designed for each learner. As a district we have allocated time and efforts into aligning our curriculum horizontally and vertically. This commitment of targeting specific deficits allows us to vertically align our efforts when we begin to see common threads of deficits across grade levels. These findings will allow the district to work horizontally to improve and adjust curriculum to strengthen vertical alignment.

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?
Grade Level Meetings	At grade level meetings teachers meet to discuss curriculum and pacing calendars. These meetings occur monthly to create consistency among the teams. Teachers will also discuss strategies to benefit student needs.	These meetings were designed to create consistency and discussions of collaboration among staff. Administration reviews agendas and meets with team leaders to ensure the focus of the meetings are productive.	These meetings are built into the teachers' schedules during district allocated times.
Student Base Study Team	This committee is generated from stakeholders who have a direct impact with the student. We look at the student on an individual basis and create interventions that are needed to assist the student's progress.	Once an intervention is created the stakeholders will provide consistent and direct instruction. The team will then meet every 6-8 weeks to evaluate the intervention being provided and adjust as needed.	These meetings are built bi-weekly into the building calendar. As student needs arise the committee will meet during allocated district time.
Curriculum Updates	As a district we have chosen to transition to a new mathematical program that has increased rigor which is more aligned to state assessments. This program also has an	Throughout the summer grade levels have met to update curriculum maps and pacing calendars to align with this	Curriculum mapping updates were funded by district grants.

	increased library of resources that can be used to help remediate and progress students based on their needs.	new program. Professional development opportunities are also being created to increase comfort and knowledge of the new resources. Grades will periodically meet throughout the year to ensure that the resource is being used effectively and to evaluate its effectiveness.	Monthly meetings during the school year are built into staff calendars during district allocated time.

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	N/A	N/A
Staff Survey	I am given the instructional support I need to teach my students. (43% strongly agree and agree)	65%
	I have received the support needed to facilitate online/distance learning. (48% strongly agree and agree)	70%
Family Survey	My child's schoolwork is challenging. (34% strongly agree and agree)	55%
	My child's assigned homework is appropriate based on my child's abilities. (31% strongly agree and agree)	55%

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.
Increase the overall percentage of students on or above grade level on the i-Ready diagnostics by 10%. (Kindergarten- 44%, Grade 1- 27%, Grade 2- 33% results are from the end of 20-21) Increase percentage of students on or above grade level on i-Ready diagnostic in the Number and Operations domain by 10%. (Kindergarten- 40%, Grade 1- 31%, Grade 2- 42% results are from the end of 20-21)

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	*Professional Learning Communities*
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The Professional Learning Communities will be centered around a shared decision making model. The PLC's will collect and analyze data on chronic absenteeism of the Students with Disabilities sub-group and develop plans of action that incorporate parent engagement efforts as well as collaboration with local agencies to provide at-risk families with additional support. Additionally, a PLC will work on student performance data, meet regularly and make recommendations for curriculum and instructional practices that will target specific student needs and instructional support for teaching staff.

☐ 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
Cody Headwell	Principal
Antoinetta Barboza	Grade 2 Teacher
Jennie Tracy	Grade 1 Teacher
Christine Feerick	AIS Reading
Debbie Pratt	AIS Reading
Maureen Cooper	Literacy Coach
Kym DeFranco	Kindergarten Teacher
Gina Ciaccio	School Counselor
Kelli Caruso	Special Education Teacher
Sue Jones	Parent
Jessica Simonds	Family Counseling Center Counselor
Chanelle Bier	Parent
Julie St. Amour	Grade 1 Teacher/Parent
Fay Rulison	Special Education Teacher
Amy Jacques	Grade 1 Teacher
Nicki Naselli	Grade 2 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*		
1/6/2021			x	x		
2/11/2021			x	x		
2/26/2021		x			x	
4/14/2021					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
N/A

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
We used the Equity Self- Reflection to direct our focus to both of our commitments. The need to provide our community with a consistent education with limited interruptions has never been so clear. This will allow us to deepen the relationships students have and build better connections with the school. These connections then allow us to go further into our curriculum to support students at their level.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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

3. X 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.