



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Utica City School District	General Herkimer Elementary	K-6

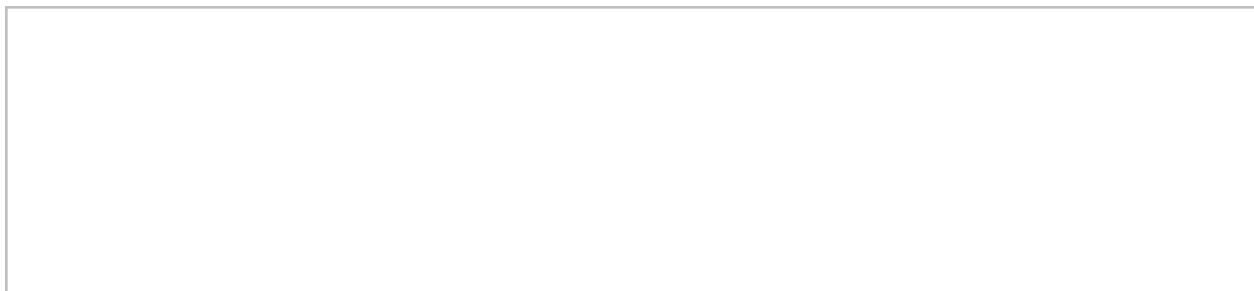
Collaboratively Developed By:

The General Herkimer Elementary SCEP Development Team

<i>William A. Smith Jr. (Building Principal)</i>	<i>Lisa Grieco (Special Education Teacher)</i>
<i>Penny VanDusen (Grade 1 Teacher)</i>	<i>Elizabeth Loughlin (Resource Room)</i>
<i>Terry Laurer (Grade 1 Teacher)</i>	<i>Karen Castaneda (ENL Teacher)</i>
<i>Kimberley Fernalld (Grade 2 Teacher)</i>	<i>Catherine Harter (Speech Therapist)</i>
<i>Maria Firoini (Grade 3 Teacher)</i>	<i>Heather Deila (ELA AIS Facilitator)</i>
<i>Alinda Goodman (Grade 5 Teacher)</i>	<i>Jennifer Faustino (Math AIS Facilitator)</i>
<i>Trisha Service (Grade 6 Teacher)</i>	<i>Nikki Bolinski (Parent)</i>

And in partnership with the staff, students, and families of General Herkimer Elementary

SCEP Cover Page



Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)

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



COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to providing a cohesive curriculum while fostering high expectations, rigorous instruction, and diverse perspectives while maintaining student engagement.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>We believe as a school that our students need to share common curricular experiences to prepare them for success in school. Through grade level and vertical team meetings we will address and follow through to decrease academic gaps.</p> <p>Students shared in interviews that they want more hands-on activities and cooperative learning in the classroom. More hands-on activities will increase student engagement 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 (complete at the end of the year)
End-Of-The-Year Goals	Math iReady	65% at grade level or one grade level below	
	Reading iReady	65% at grade level or one grade level below	

Commitment 1

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My family goes to school events and conferences. (Winter 2023: 59.5%)	70%	
Staff Survey	Our school has clubs, activities, and events to help students engage and connect to school. (Winter 2023: 35%)	95%	
Family Survey	Our school has clubs, activities, and events to help students engage and connect to school. (Fall 2022: 79.4%) As a parent/family member, I feel connected to our school (Fall 2022: 85.4%)	85% 90%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Math iReady	45% at grade level or one grade level below	
	Reading iReady	45% at grade level or one grade level below	

Commitment 1

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	percentage of lessons passed on iReady	Students will pass at least 75% of their iReady lessons.	
Adult/Schoolwide Behaviors and Practices	monitor iReady data (lessons passed/time on task)	Students would be on track to pass at least 75% of iReady lessons. Students will be on task at least 45 minutes per week, per subject area.	
Student Behaviors and Practices	time on task during iReady	Students will be on task at least 45 minutes per week, per subject area.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
continue structured vertical team meetings to focus on gap analysis	scheduled monthly vertical team meetings with agendas to identify and address gaps	Teachers are collaborating on a monthly basis. Student performance will improve. Teachers are using common

Commitment 1

		language across the content areas.
continue structured grade level team meetings to focus on specific grade level needs and to increase the use of multicultural resources	scheduled weekly grade level team meetings, including support staff, to collaborate and review curriculum with a focus on data	Common strategies are discussed and used across classrooms.
Principal Monitoring	<p>During walkthroughs in the first half of the year, the principal will look for ways in which teachers refer to prior knowledge of strategies taught in previous grades. Data will be shared with staff at faculty meetings.</p> <p>During walkthroughs in the second half of the year, the principal will look for implementation of school-wide strategies in the classrooms. Data will be shared with staff at faculty meetings.</p>	The principal will provide helpful feedback related to a cohesive curriculum.
Discipline Committee	A discipline committee will be formed with one representative each from primary, intermediate, a UTA member, parent liaison, and a social worker. In the Fall of 2023, the committee will meet to develop guidelines.	committee will meet at least once a month

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>We commit to guiding our students in responsible decision-making skills in order to promote their positive social emotional well-being.</p>
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>Students shared that they enjoy working collaboratively with peers. According to the student interviews students stated that interacting with partners or in groups during class was the best part of the day.</p> <p>The PLC Survey (Winter 2023) completed by staff revealed that only 45% of staff felt that definitive procedures were in place for students who are chronic offenders and/or experiencing ongoing difficulties.</p> <p>Parents also shared in the Family Engagement Survey that our school does not offer enough clubs, activities, and events to help students engage and connect to school.</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 (complete at the end of the year)
End-Of-The-Year Goals	attendance at school	decrease of at least 50% in Chronic Absenteeism rate	
	Parent/Guardian attendance at school related events	increase parent involvement to 75% or more	
	Discipline Referrals (ODR's)	decrease in ODR's by at least 50%	

Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My family goes to school events and conferences. (Winter 2023: 59.5%)	70%	
Staff Survey	Our school has clubs, activities, and events to help students engage and connect to school. (Winter 2023: 35%)	95%	
Family Survey	Our school has clubs, activities, and events to help students engage and connect to school. (Fall 2022: 79.4%) As a parent/family member, I feel connected to our school (Fall 2022: 85.4%)	85% 90%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	attendance at school	decrease in Chronic Absenteeism rate by at least 50%	

Commitment 2

	Parent/Guardian attendance at school related events	increase parent involvement by at least 37%	
	Discipline Referrals (ODR's)	decrease in ODR's by at least 50%	

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	attendance at school	decrease in Chronic Absenteeism rate by at least 50%	
Adult/Schoolwide Behaviors and Practices	Parent/Guardian attendance at school related events	increase parent involvement by at least 10%	
Student Behaviors and Practices	Discipline Referrals (ODR's)	decrease in ODR's by at least 50%	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
continued emphasis on cooperative learning and group work	group work in classrooms, planned during team meetings Turn & Talk, Elbow Buddies, Think-Pair-Share, etc.	student participation, student work shared at team meetings, evidence of cooperative learning during walkthroughs

Commitment 2

STEAM Buddies	<p>continue pairing older and younger students together to work as buddies on assigned tasks</p> <p>Science Fair</p>	<p>complete student self-reflection each marking period</p> <p>number of students who participated in Science Fair</p> <p>reflection after Science Fair</p>
targeted efforts to increase school community connections through school-wide events and supplemental resources	<p>some examples of events may include: Family Fun Night, Holiday Happenings, Movie Night, School Wide Field Days</p> <p>supplemental resources could include: grade level social emotional development and diverse reading packs</p> <p>increase participation in PTO to include more parents/community members</p>	<p>participation in events, student attendance</p> <p>scheduled monthly meetings, send reminders prior to each meeting, send minutes following each meeting</p>

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)	While the benefits of Professional Learning Communities go beyond Commitments 1 and 2, they allow teachers to share practices and brainstorm innovative ways to improve learning and drive student achievement. Successful PLCs have an explicit focus on student learning and collaboration amongst stakeholders.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our plan is based on the data collected by surveys, assessments, student interviews, and observations.

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
William A. Smith Jr.	Building Principal
Terry Laurer	Grade 1 Teacher
Penny VanDusen	Grade 1 Teacher
Kimberly Fernalld	Grade 2 Teacher
Maria Fiorini	Grade 3 Teacher
Alinda Goodman	Grade 5 Teacher
Trisha Service	Grade 6 Teacher
Lisa Grieco	Special Education Teacher
Elizabeth Loughlin	Resource Room Teacher
Karen Casteneda	ENL Teacher
Catherine Harter	Speech Therapist
Heather Delia	ELA AIS Facilitator

Jennifer Faustino	Math AIS Facilitator
Nikki Bolinski	Parent

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>				x	x		
5/11/2023	x				x		
6/5/2023					x		
6/6/2023					x		
6/9/2023	x						
6/13/2023	x	x	x			x	x
6/14/2023	x	x	x			x	x
6/20/2023	x	x	x			x	x
6/22/2023	x	x	x			x	x

Learning As A Team

Directions

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

Student Interviews

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

The student interview process informed the team's plan. The team used their responses to support the plan which incorporates more student engagement through extracurricular clubs and hands on activities.

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.