



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Utica City	Hugh R. Jones	K-6

## Collaboratively Developed By:

Delete the red text upon completion.

The **Hugh R. Jones** SCEP Development Team

**Tricia Hughes, Melissa Sawanec, Lisa Zaniweski, Holly Toomey, Michele Diliberto, Amy Winter, Lisa Almy, Renee O'Neill, Emily Looman, Jennifer Noti-Gerstener, Sue Gazzili**

*And in partnership with the staff, students, and families of **Hugh R. Jones**.*

## 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

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to helping students and adults build trusting relationships as the foundation for increased student engagement with learning and improving self confidence among students.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Based on student interviews the team found that many students stated their assignments or content was challenging which led the team to believe there needs to be multiple differentiated instruction opportunities throughout daily lessons.</p> <p>During student interviews the students expressed desire to have an increase in small group instruction and activities during and after school that are based on students and interest. Students want the teachers to know they are capable but are fearful of the challenges that are facing them in the next grade level.</p> <p>As well as the students desire to increase community partnerships based on opportunities to connect to the district wide curriculum.</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>

Commitment 1

<b>End-Of-The-Year Goals</b>	I-Ready Diagnostics Post Assessments New York State ELA/Math Assessment Scores	Increase in student performance with 90 % reaching their growth goal in ELA and Math.	

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

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	My Teachers check to make sure students understand. My Teachers believe I can do well and learn. My Teachers give me extra help when I need it.	90% 90% 85%	
<b>Staff Survey</b>	Teachers stay current with research and best practices Teachers consistently differentiate activities and materials to meet student's needs. Teacher's construct classroom activities to ensure high student engagement.	87% 95% 95%	
<b>Family Survey</b>	My child feels connected to this school.	90%	

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

	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>
<b>Mid-Year Benchmark(s)</b>	I-ready Diagnostic 2  Mid-Year Check	Students are showing growth towards proficiency with 85% on target towards reaching growth goal.	

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>
<b>Student Data</b>	I-Ready Diagnostic 2  Mid-Year Check	Students are showing growth towards proficiency.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Principal Walkthroughs  Principal Observations	Teachers are utilizing small groups for differentiated instruction.  Teachers verbally praising students throughout a lesson.  Teachers have a reward system in their classroom.  Sign-In sheets or attendance.	
<b>Student Behaviors and Practices</b>	ODR'S	Decrease in student referrals.  Decrease in student removal from classroom and cafeteria.	

## 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?
<b>Structural bi-weekly grade level meetings</b>	<p>Guided grade level teachers meeting to analyze student data, feedback, and accesses student needs for achievement.</p> <p>During grade level meetings teachers will share lesson plans, engagement strategies and resources that are being used in the classroom.</p>	Monthly calendar to indicate meetings and meeting agendas.
<b>Principal Monitoring</b>	During walkthroughs, the principal will look for ways in which teachers implement student engagement strategies and provide feedback. Data will be shared with staff at faculty meetings.	Principal has to carve out time that s uninterrupted or is not diverted toward other responsibilities.
<b>Increase small group instruction</b>	Extended learning time for one hour twice weekly for all grade levels.	Funding for teachers for Extended Learning Time, Bus transportation.

## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We commit to strengthening connections and engagement with parents, guardians, students and teachers.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	Based on student interviews the team found students would like a continuation in award ceremonies, field trips, after school activities, and cooperative learning activities. It was also stated students enjoy a school wide project of one book one school.

### 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)
<b>End-Of-The-Year Goals</b>	Spring surveys for students, parents, and staff Sign in sheets for participation in school activities	An increase in 15% from last year in survey participation.  Increase by 15% in family participation in school wide activities.	



## 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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	My Teachers send notes home or call my family. My family goes to school events and conferences. My family helps at home with school work	90% 90% 85%	
<b>Staff Survey</b>	Our school has sufficient clubs, activities, and events to help students become engaged and connected to school. Our school has a positive and upbeat school culture.	80% 90%	
<b>Family Survey</b>	I feel comfortable supporting my child academically at home.	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>
<b>Mid-Year Benchmark(s)</b>	RTI Edge Membership in clubs Attendance	Increased participation	

## Commitment 2

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	Membership in clubs Attendance	Increased participation	
Adult/Schoolwide Behaviors and Practices	RTI Edge	Increased Parent Contact Logs	
Student Behaviors and Practices	Attendance	Decrease in Chronic Absenteeism	

## 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?
Increase emphasizes on home and school partnership	Teachers will document parental communication using RTI edge.  PARP  The school will implement the One Book One School initiative to support parental engagement.  Teachers will conduct parent – teacher conferences at least twice annually	RTI Edge database.  Funding for Prizes  Funding for the purchase of books, folders, and instructional materials.

## Commitment 2

<b>Parent Engagement Group</b>	The school will have more parental involvement at grade level. All stakeholders provide ongoing support for students.	Funding to support opportunities for students to enrich or extend their learning.
<b>Professional Development for Teachers</b>	Book study using Beyond the Bake Sale... The Essential Guide to Family School Partnerships to assist with students, parents, and community.	Funding to pay teachers for book study and purchase of books.

### Commitment 3

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	Instructional Coaching/Teacher Observation
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Grade level meetings will be used to facilitate teacher collaboration in regards to implementing effective student engagement strategies to prompt self confidence among students.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Students need encouragement from teachers.

## 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
Tricia Hughes	Principal
Melissa Sawanec	ELA Facilitator
Lisa Zaniewski	Math Facilitator
Holly Toomey	Kindergarten
Michele Diliberto	1st Grade Teacher
Amy Winter	3rd Grade Teacher
Lisa Almy	4th Grade Teacher
Renee O'Neill	5th Grade Teacher
Emily Looman	Special Education Teacher
Jennifer Noti-Gerstner	Reading Specialist
Sue Gazzili	P.E. Teacher
Kara Evans	Parent
Alexis Cooper	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
5/23/23	x	x					
6/5/23			x	x			
6/1/23					x		
6/20/23						x	
6/21/23						x	x
6/22/23							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 responses were used as the framework for developing this year's plan. The students were very forthcoming with their responses and were eager to share their thoughts and ideas on what they wanted school to work towards for the upcoming school year. Once the students were interviewed, their responses were shared with the SCEP team members and the commitments were formulated. The student responses also drove some of the key strategies and resources required by this year's plan. The student's want to be seen and heard when it comes to their education.