



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Utica City School District	John F. Hughes	K-6

Collaboratively Developed By:	
<i>Name</i>	Role
Mary T. Belden	Principal
Sue Cruger	3rd Grade Teacher
Jessica Charles	5th Grade Teacher
Christine Edic	1st Grade Teacher

SCEP Cover Page

Dawn Gagliano	ENL
Allison Gates	Occupational Therapist
Erica Jalonack	Social Worker
Corey Mullin	15:1, Special Education
Amber Olmstead	2nd Grade Teacher
Maria Post	AIS Facilitator
Charisse Smith	Reading
Ani Sojda	6th Grade Teacher
Jenna Anderson	Parent
Jennifer Dapre	Parent

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

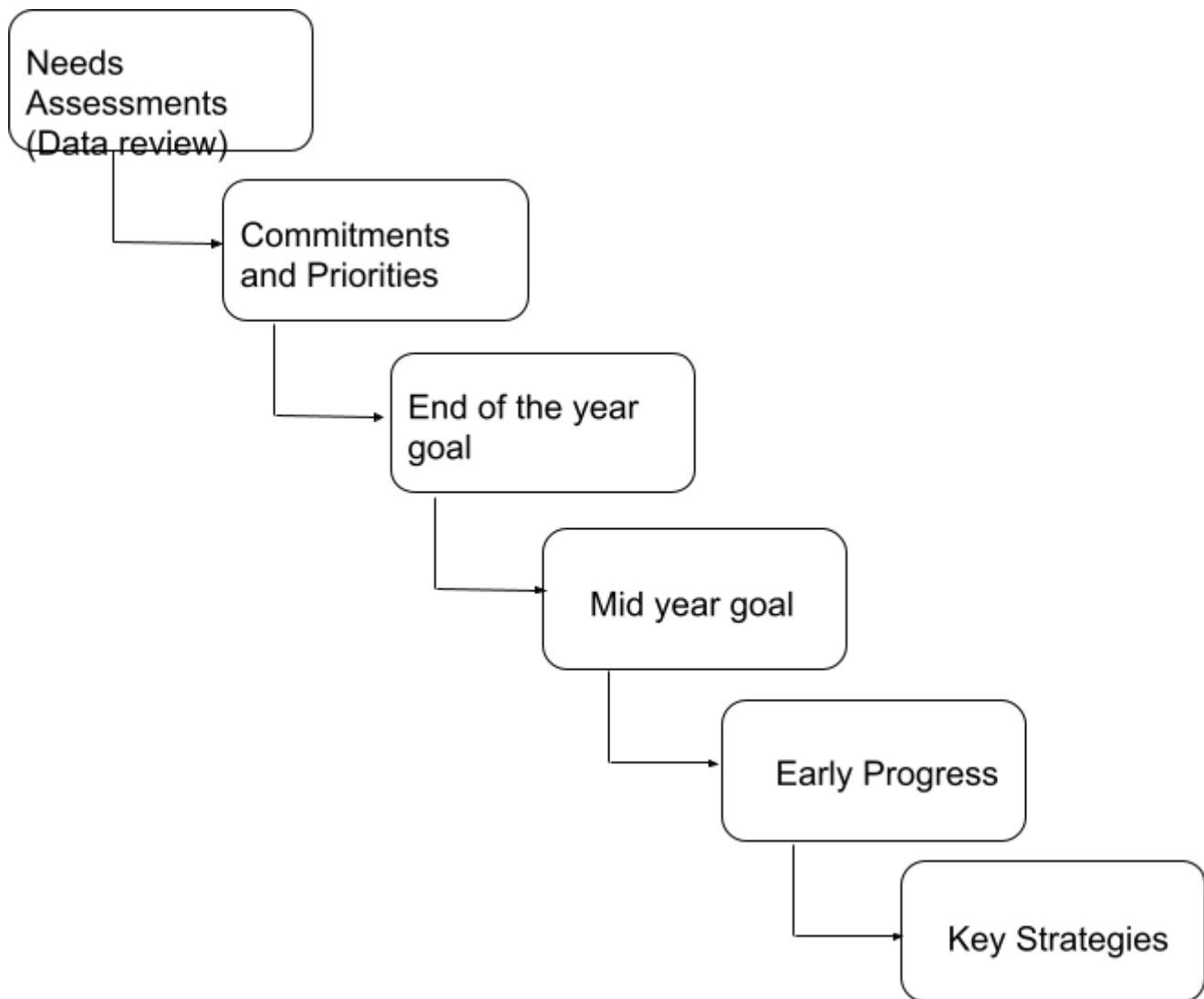
In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

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 creating a welcoming school environment where every child feels safe, respected, represented, supported and has a sense of belonging.
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> 	<p>Through student interviews it was learned that many students feel a sense of belonging when activities and events are scheduled during and after the school day. There was an evident desire to make meaningful connections with peers and have opportunities to celebrate successes with their families. Therefore, the team felt that creating a welcoming school environment where every child feels safe, respected, represented, supported and has a sense of belonging was essential to improve student outcomes. With strong connections, it is anticipated that attendance will also improve.</p> <p>Parents also shared that they missed attending school events in person and have been happy to be back for concerts, assemblies and events. Many of the same families were excited and encouraged as our school community came together to highlight progress and celebrate successes.</p> <p>When meeting with the SCEP development team, it was clear that fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences was essential. The team found that there continues to be room for growth in this area.</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

End-Of-The-Year Goals By June 2024, 90% of families will report feeling involved in school events and activities as evidenced on the Spring parent survey.	<ul style="list-style-type: none"> • Parent surveys • Student surveys • Attendance records at school events • Sign- In sheets 	90% of families will indicate they felt involved in school events and activities through a parent survey. The data from the '22 - '23 school year reported that over 80% felt involved yet, we need to reach more families.	
By June 2024, 75% of students will report feeling a sense of belonging and respect by both peers and teachers as evidenced during student interviews and surveys.	<ul style="list-style-type: none"> • Student surveys • Interviews 	80% of students will indicate they felt their families felt welcomed by the school.	
By June 2024, the Hughes chronic absenteeism rate will improve by 10%.	<ul style="list-style-type: none"> • Attendance records - Schooltool and Cognos 	The overall student attendance rate will improve by 10% with a goal of 21.9 % chronic absenteeism. There was some significant progress during the '22-'23 school year as the rate dropped from 45.9% to 31.9%. However, the need for improved attendance continues to be a priority.	

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)
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Commitment 1

Student Survey	My school has helped me and my family feel welcome and important.	80% or higher desired	
Staff Survey	I feel that families appreciate being invited and involved in the school community.	80% or higher desired	
Family Survey	The school community is inviting and welcoming when coming to school.	80% or higher desired	

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)	Attendance records - Schooltool	By January '24, fewer than 52 students will be identified as having missed 10 or more days of school.	

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	Schooltool Attendance Records / Office Discipline Referral Reports	<ul style="list-style-type: none"> By November '23, fewer than 25 students will be identified as having missed 10 or more days of school. Office discipline referrals will decrease to 	

Commitment 1

Adult/Schoolwide Behaviors and Practices	Office Discipline Referrals / attendance records	<ul style="list-style-type: none"> By the end of November '23, 85% of families will participate in parent / teacher conferences to discuss not only academic expectations but behavior and attendance needs and supports. 	
Student Behaviors and Practices	Student surveys / classroom data folders	<ul style="list-style-type: none"> By November '23 - 90 % of students will be able to name / identify a teacher or school staff member they could go to if in need of support or to discuss issues or problems they may be experiencing. 	

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?
Increased emphasis on cooperative learning and group work.	<p>Cultural Fair - Families will be invited to the event to see class cultural projects. Each class will choose a country to research and present thus requiring students to go beyond what is typically required of them in school projects. This teaches interpersonal skills like how to present and work collaboratively with peers.</p> <p>School Science Fair - Students/Classes will display their science projects for families to see. This will help students learn skills that can be used for problem solving and critical thinking throughout their lifetime.</p>	<p>Funding for additional teacher planning and payment for work beyond typical contractual hours.</p> <p>Project materials – poster boards, supplies and prizes. Payment for teacher leader / organizer</p>
Increase culturally relevant curricular materials.	Students will have access to books, videos and instructional material that highlight different cultures.	<p>Funding for materials and activities that address student interests, social emotional needs and advance academic achievement.</p> <p>Communication folders</p>
School wide Positive Behavior Interventions & Supports with monthly PBIS assemblies	<p>All students will experience a “back-to-school” orientation for review of school wide rules and procedures.</p> <p>Students will be introduced to staff to ensure that there is a culture of connection and caring.</p>	Funding for Positive Behavior Intervention & Supports quarterly planning meetings with teacher leaders.

Commitment 1

	<p>Families will be invited to celebrate student successes. PBIS improves school culture, builds social skills, increases instructional time, reduces office discipline referrals and improves social and emotional development.</p> <p>Classroom teachers will participate in “Check-In, Check-Out” on a daily basis.</p> <p>Monthly “Fun Friday” events will be scheduled to reward students for compliance to school rules and expectations.</p>	<p>Funds for incentives and awards.</p> <p>Fund for a schoolwide assembly to reward students who consistently follow school wide rules and procedures with a focus on respect and support.</p>
<p>Curriculum Nights / Parent Teacher Conferences- Extended opportunities for connecting with parents, teachers and students</p>	<p>Teachers will set up stations presenting their grade level curriculum and materials.</p> <p>This will ensure that class expectations are transparent and curriculum goals and needs are clearly articulated</p> <p>Informing parents of curricular expectations and identifying ways for families to assist with learning at home.</p> <p>Parent teacher conferences specific to individual student needs will be held in the fall and spring to build relationships and make connections with families stressing achievement and classroom performance.</p>	<p>Supplies for students and families (school supplies for use at home).</p> <p>Funding for teacher payment for work beyond typical contractual hours related to curriculum night activities.</p> <p>Funds for teachers to meet with families outside the contractual school day. Communication folders.</p>
<p>Targeted efforts to increase participation in after-school intervention and enrichment activities to strengthen connections between teachers and peers</p>	<p>After school (Extended Learning Time) activities will be based on student needs and interests with particular attention toward students struggling with attendance. Club type activities will be considered and used to entice greater participation.</p>	<p>Bus transportation for extended learning time, materials, supplies, books, fees for teacher payment.</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to increasing student engagement by providing a cohesive, relevant curriculum to improve student learning and academic outcomes.</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>John F. Hughes is committed to improving our students' success. We understand that students need to be actively engaged in the learning process and be in class daily to be truly successful. The staff has found that when students are engaged whether through group roles or goal setting, they are intrinsically motivated to do better. It was also found that students when engaged used higher-level thinking skills.</p> <p>This commitment is closely aligned with the school vision – <i>To create a safe, respectful community of learners where educational accomplishments are acknowledged and rewarded.</i> Students must be engaged to make substantial educational accomplishments. The commitment is meaningful to the school.</p> <p>Through student interviews it was found that many would like to be more involved in the teaching/learning process. Students reported that they like classes that really engage their interests, have activities that allow them to work with their classmates and content that is interesting and sparks their curiosity. Thus, we are looking to incorporate more group work during the '23-'24 school year.</p> <p>Student feedback and staff recommendations make this an appropriate commitment to pursue as the long-term plan identifies the need for students to have access to high quality instruction while actively participating in their own learning.</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			
By June, '24 - 100% of teachers will implement 3-5 student's engagement strategies weekly as evidenced in lesson plans, classroom instructional walks, and formal and/or informal classroom visits.	Instructional walk feedback forms and observations will be used for data review	100% of teachers will implement 3-5 student's engagement strategies weekly as evidenced in lesson plans, classroom instructional walks, and formal and/or informal classroom visits.	
By June '24, 45% of students (K-6) will score "on or above grade level" in reading and 40% in math after Diagnostic III.	i-Ready Diagnostic III data and instructional usage reports	<p>After administering Diagnostic III in Spring of '23, 38% of students in grades K-6 scored on or above grade level in reading and 33% scored on or above grade level in math.</p> <p>We hope to see between 5% - 10% progress on the i-Ready diagnostic assessments.</p>	

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	I feel like I am part of my learning.	80% agree	
Staff Survey	I feel like my students do better when they are engaged in their learning.	80% agree	
Family Survey	My child likes to work in groups and on projects.	80% agree	

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)

Commitment 2

<p>Mid-Year Benchmark(s)</p> <p>By January, '24, 75% of teachers will implement 3-5 student's engagement strategies weekly as evidenced in lesson plans, classroom instructional walks, and formal and/or informal classroom visits.</p>	<p>Instructional walk forms and observation data</p>	<ul style="list-style-type: none"> • By January, '24, 75% of teachers will implement 3-5 student's engagement strategies weekly as evidenced in lesson plans, classroom instructional walks, and formal and/or informal classroom visits. • We hope to see small group instruction with individualized reteaching and differentiation based on student needs. 	
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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	Classroom observations and lesson plan feedback forms	By November, '23 - 80% of students will be able to identify engagement strategies used in class to improve their learning.	
Adult/Schoolwide Behaviors and Practices	Classroom observations and lesson plan feedback forms	By November, '23 - 80% of classroom teachers will be implementing small group instruction in class to engage more learners and monitor progress toward learning goals.	

Commitment 2

Student Behaviors and Practices	Schooltool reports and Cognos data	By November, '23 attendance will improve by 5% and fewer than 20 will be considered chronic absent.	
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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?
Grade level partnerships that highlights common strategies for group projects and /or assignments	<p>Students will be asked regularly to complete assignments and activities within flexible groups in class. Students will have specific roles within those groups.</p> <p>Teachers will participate in building wide staff development sessions at monthly faculty meetings that highlight student engagement strategies for improved outcomes.</p> <p>Classroom teachers will have additional common planning time outside of contractual hours for congruence with grade level colleagues.</p>	<p>Funds for additional planning time and participation beyond the contractual school day.</p> <p>TPT (Total Participation Technique) materials</p>
Student Data and Goal setting folders	Each student K-6 will have a data/goal folder. This folder will contain work samples, assessments, as well as goal setting sheets for i-Ready, fluencies, assessments, behavior and any other goal	<p>Student folders</p> <p>Reward stickers and small incentives</p>
Structured Staff Collaboration	<p>Grade level teams will identify 3- 5 student engagement techniques / strategies to use cohesively throughout the year.</p> <p>They will highlight and share the strategies' effectiveness with other teams during grade level and vertical team meetings.</p>	Funds for additional planning time and participation beyond the contractual school day.

Commitment 2

Extended Learning Time	Teachers will conduct Extended Learning Time lessons and activities that focus on literacy and math skills to improve academic outcomes.	Funds to pay teachers to plan and conduct ELT, Funding for supplies and transportation



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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Instructional coaching will help teachers commit to collaborative partnerships that support best practices to implement effective instructional strategies required for student achievement. This intervention will support the commitment to improve student engagement needed to improve learning and increase student achievement. Teacher leaders, and support staff members will share effective strategies for increasing engagement at monthly staff meetings in efforts to best meet the diverse needs of our students
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Instructional coaching will help teachers implement effective instructional strategies as it was determined that our Hughes staff envisions greater student engagement during the 2023-2024 school year. Teachers have also asked to review curriculum as teams to better plan and execute lessons ensuring even greater consistency across grade levels.

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
Mary T. Belden	Principal
Sue Cruger	3rd Grade Teacher
Jessica Charles	5th Grade Teacher
Christine Edic	1st Grade Teacher
Dawn Gagliano	ENL Teacher
Allison Gates	Occupational Therapist
Erica Jalonack	Social Worker
Corey Mullin	15:1 Special Education
Amber Olmstead	2nd Grade Teacher
Maria Post	AIS Facilitator
Charisse Smith	Reading Teacher
Ani Sojda	6th Grade Teacher
Jenna Anderson	Parent
Jennifer Dapre	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		
5/23/23					X		
5/24/23	X	X	X	X	X		
5/30/23	X		X				
6/1/23	X	X					
6/7/23				X		X	
6/26/23			X				X
6/27/23		X				X	X
7/3/23						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

After interviewing students for information related to SCEP development and our commitments for the 2023 – 2024 school year, the plan addresses:

- Continuing the social emotional / behavioral events and programs that students noted as beneficial.
- Prioritizing engagement activities during all aspects of the school day.
- Addressing “student” identified challenges including difficult assignments and making and keeping friends.

The plan ultimately focuses on improvement, taking into consideration student interview comments and concerns.

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.