



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Utica City School District	Thomas Jefferson Elementary School	K-6

Collaboratively Developed By:

The Thomas Jefferson Elementary SCEP Development Team
(SCEP Team Members: Tricia Norton, Joya Spina, Kristy Martin, Tom Joslyn, Mary Ann Wilkinson, Yun'he Lawruk, Tosha Elseth)

*And in partnership with the staff, students, and families of THOMAS JEFFERSON
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

NYSSED 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 promoting student participation and engagement to foster academic success in an inclusive environment.
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>The district strives to provide instruction that allows all students to be successful.</p> <p>We commit to increasing student's achievement in ELA and math instruction by 5% by the end of the 2023-2024 school year. Based on iReady data collected at the end of the 2022-2023 school year 40% of students are on or above grade level in reading and 44% of student are on or above grade level in math. In addition, 70% of lessons in reading and 75% of lessons in math resulted in a passing score of 70% or higher.</p> <p>In the spring 2023 survey, students reported only 58% of students in this school have learning targets/goals. As a result, teachers will conduct monthly data chats with students to review iReady instructional data and overall participation. With student input teachers will create SMART goals and collected data will be used to assess progress while receiving feedback from students regarding their needs to help facilitate success.</p> <p>Based on results from walk-throughs using the district created rubric, 82% of teachers observed used evidence-based engagement strategies. We commit to increasing that number by 3%.</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)

Commitment 1

End-Of-The-Year Goals	Instructional Walkthrough Data	85% of observations will include teachers using evidence-based engagement strategies to engage students.	
	iReady Diagnostic III	Students' scores in Math and ELA will increase by 5% from Diagnostic I.	
	Participation in State Assessments	95% of students will participate in the NYS ELA and 95% in NYS Math Assessments.	

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	We use student learning targets/goals ("I can...") in our classes. My teachers tell us to ask questions.	80% agree or strongly agree 80% agree or strongly agree	
Staff Survey	I receive helpful instructional feedback and guidance from our school leaders	80% agree or strongly agree	
Family Survey	Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.	80% agree or strongly agree	

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>
Mid-Year Benchmark(s)	Interim Assessment iReady Diagnostic II Data Chats	At least 95% of our students participate. Students' scores will increase by 3% from Diagnostic I. 90% of teachers will have conducted at least 4 Data Chats with their students and students are progressing towards their 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>
Student Data	Students will participate in at least 2 data chats with their teacher	We hope to see students have created a goal/learning target and they are progressing toward their goal.	
Adult/Schoolwide Behaviors and Practices	Conversations with teacher's during congruence meetings	We hope instructional time on task and lessons passed in iReady will show students are actively engaging and showing progress.	

Commitment 1

Student Behaviors and Practices	Instructional walkthroughs	We hope to review data that shows engaged students, and teachers using techniques to engage students.	
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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?
Implement a plan to increase student achievement in reading and math	Teachers will conduct monthly data chats to identify if students are progressing towards their Smart Goal.	Binder materials, universal Data Chat form including a SMART Goal, schedule.
Initiatives to improve student participation in state tests	School-wide initiatives will be implemented including a pep rally, posters, pizza party, basket raffles, treats, etc. to boost student participation and interest in NYS assessments.	Supplies, fundraising and school funds, schedule of events.
Principal Monitoring	Principal will be conducting instructional walkthroughs to observe evidence-based engagement strategies.	During instructional walks.
Program to increase student participation and engagement in class	School-wide School Store will be implemented to reinforce and reward participation in class.	Supplies, fundraising and school funds, schedule of events.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to deepening relationships with students and families.
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>Data analysis has revealed that chronic absenteeism is a consistent and significant area of need. We strive to deepen connections with our students and families in order to promote attendance in school. As part of our school's vision, we are committed to collectively promoting skills to be responsible citizens. By deepening the connection with school and home, we are promoting lifelong values in learning and responsibility. Being present in school is a requirement to learn, improve and an essential quality of being a responsible citizen.</p> <p>On the spring 2023 survey, students reported that only 51.1% strongly agree/agree that their families go to school events. Only 54.5% of teachers strongly agreed/agreed that non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for students. On the fall 2022 survey, only 66% of families strongly agreed/agreed that they feel connected to our school. It is imperative that we need to deepen connections and provide a friendly/nurturing environment for our students and families. We need to improve communication and overcome the barriers that impede attendance at family events.</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	Schooltool attendance COGNOS reports	We hope to see a decrease of 3% in the chronic absenteeism rate in the all students subgroup from the 2022-2023 school year.	

Commitment 2

	Participation in events	An increase of 10% of students participating in our four family after-school events	
	Participation in events	An increase of 10% of family members participating in our four events during the school day	

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.	80% agree or strongly agree	
Staff Survey	Non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students.	80% agree or strongly agree	
Family Survey	As a parent/family member, I feel connected to our school.	80% agree or strongly 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)
Mid-Year Benchmark(s)	Schooltool attendance COGNOS reports	We hope to see a decrease of 1.5% in the chronic absenteeism rate in the all students subgroup from the 2022-2023 school year.	

Commitment 2

	Participation in events	An increase of 5% of students participating in our first two family after-school events	
	Participation in events	An increase of 5% of family members participating in our first two events during the school day	

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	Students will complete surveys Schooltool attendance data	We hope to see that at least 50% of students surveyed intend to attend after-school events. Improvements in attendance, especially with students previously identified as being chronically absent	
Adult/Schoolwide Behaviors and Practices	Conversations with teacher's during extended faculty meeting	We hope to see that teachers are noticing deepening connections with families and recent efforts are fostering that connection.	
Student Behaviors and Practices	Student participation in planning during and after-school events	We want students showing an interest in planning events and assisting with making decisions.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 2

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?
Implementing an Attendance Data Monitoring Policy	<p>The Jefferson Attendance Data Monitoring Policy will be developed in August in 2023.</p> <p>The attendance policy will be reviewed at the staff meeting at the beginning of the school year.</p> <p>The Dean of Students will implement the Jefferson Attendance Data Monitoring Policy. Data will be reviewed at IST and referrals for interventions made.</p>	Dean of Students, staff to develop attendance monitoring policy
Holding family events	<p>We will have four family events held during the school day and four family events held after-school during the 2023-2024 school year. At the beginning of the school year, we will have a family "Welcome Back Picnic." Families will be invited to attend during the school day.</p> <p>Students will be involved in planning the events and providing suggestions for improvement.</p> <p>Parent Teacher Organization (PTO) meetings will be held during evening hours prior to each of the four after-school events.</p> <p>We will send paper-based and electronic reminders regarding school events. Teachers will talk to students in their classrooms about events.</p> <p>Parents will be surveyed in order to identify barriers that may exist in attending school events.</p>	Bus transportation for families, funding for materials for family events, staff for events, food from central kitchen the welcome back picnic

Commitment 2

	Identified community organizations will be invited to family events.	
Initiatives to improve student attendance	<p>In August 2023, the 2022-2023 school year chronic absenteeism data will be analyzed. Identified students will be invited for lunch with their families at the beginning of the school year. We will talk about how we can work together to improve attendance.</p> <p>School-wide initiatives will be implemented to reinforce and reward improved attendance. Initiatives will include lunch groups and improved attendance awards.</p>	Time/funding/staff to hold lunches with families, funding for school store
Providing a welcoming, affirming and inclusive environment	<p>To facilitate communication, a quick reference guide will be provided to all families. The guide will include important phone numbers and policies.</p> <p>Professional development will be provided on how to work with families as respected partners in an inclusive educational environment.</p> <p>Encouraging and affirming signs will be posted at the school's entrance and throughout the building.</p>	Staff and funding for professional development, staff to develop reference guide, staff to create of signs

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 Community
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Ensuring all stakeholders have input in the decision-making process (planning, monitoring and assessment) of each commitment.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	By engaging all stakeholders, we will be increasing student engagement and deepening connections. This will in turn help to decrease chronic absenteeism and foster the home-school relationship.

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Evidence-Based Intervention

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 "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 Norton	Principal
Joya Spina	AIS Facilitator
Kristy Martin	Speech Pathologist
Tom Joslyn	Social Worker
Mary Ann Wilkinson	ENL Teacher
Yun'he Lawruk	Classroom Teacher
Tosha Elseth	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		
5/16/2023	x		X				
5/17/2023	x	X		X		X	
5/26/2023			X	X			
6/2/2023	x	X		X		X	X
6/12/2023	x	X		X		X	X
6/13/2023					x		
6/14/2023					x		
6/20/2023						X	X
6/22/2023						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

On the fall 2022 survey, only 66% of families strongly agreed/agreed that they feel connected to our school. On the spring 2023 survey, students reported that only 51.1% strongly agree/agree that their families go to school events. Only 54.5% of teachers strongly agreed/agreed that non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for students. It is imperative that we need to deepen connections and provide a friendly/nurturing environment for our students and families. We need to improve communication and overcome the barriers that impede attendance at family events.

To address these areas, we will also have four family events held during the school day and four family events held after-school during the 2023-2024 school year. At the beginning of the school year, we will have a "Welcome Back Picnic" which families will be invited to attend during the school day. Parents will be involved in planning the events and providing suggestions for improvement. The Parent Teacher Organization (PTO) meetings will be held during evening hours prior to each of the after-school events. We will send paper-based and electronic reminders regarding school events. Teachers will talk about the events in their classroom. Parents will be surveyed in order to identify barriers that may exist in attending school events. Identified community organizations will be invited to family events.

To facilitate communication and deepen connections, a quick reference guide will be provided to all families. The guide will include important phone numbers and policies. Professional development will be provided on how to work with families as respected partners in an inclusive education environment. Finally, encouraging and affirming signs will also be posted at the school's entrance and throughout the building to foster a welcoming and supportive environment.

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.