New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Schenectady City School District	Paige Elementary School	PK-5

Collaboratively Developed By:

The Paige Elementary SCEP Development Team

Matt Berkshire, Principal
William Pickett, Assistant Principal
Edd Friedman, Instructional Supervisor
Mary Newcomb, Teacher
Scott Pettingill, Teacher
Charlene Carter, Teacher
Christy Ferri, Teacher

Tiffany Franklin, Social Worker
Karen Ravalli, ENL Teacher
Sue McCarthy, Special Education Teacher
Joanne Luke, Parent Liaison
Taheera Rasheed, Parent
Cheryl Wamsley, Parent
Teneille Burr, Parent

And in partnership with the staff, students, and families of Paige 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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP

- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing intentional opportunities to practice and build social, and emotional skills.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	Our vision is for Paige to become a school where "Every student feels safe, every student feels respected and every student learns, no matter their race, disability or socio-economic status." This commitment is foundational to us reaching that vision. By developing social and emotional skills in our students, we are establishing a culture where the expectation is that each student will be safe and respected; therefore creating an environment conducive to learning. This idea emerged from conversations with parents, teachers and students. Similar themes emerged including parents asking for us to teach our students how to express themselves and teachers asking for permission and support in teaching social and emotional learning skills in their classrooms. According to the How Learning Happens document, "learning is multidimensional" and feeling safe and respected enhances our ability to learn. When the social, emotional and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as empathy and teamwork.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of a Social Emotional Curriculum	Training of all staff on the facets of the Second Step Program Teaching of Second Step lessons in homeroom classrooms twice a week, as the program is designed School leaders will visit classrooms to monitor the use of Second Step and provide feedback and support to improve implementation Parent training on the components and language in the Social Emotional Curriculum	Talking with students to determine the impact of the Second Step Program Talking with teachers to determine implementation challenges and to overcome those obstacles Anecdotal evidence of students using Second Step skills & strategies	District PPS office leadership completes onboarding of Second Step Curriculum for teachers and Admin Ongoing use of PLC time to support planning and sharing of best practices Compensation for PPS staff/teachers to lead parent trainings on the social emotional curriculum
Build Staff Capacity to Create Intentional SEL Learning Opportunities	Anti-Bias Building Blocks (ABBB)- Expand the use of the program to all classrooms in Grades K-5. Lessons will be integrated into the ELA block	Talking with/surveying students to determine the impact of the Anti-Bias Building Blocks program	Funds to purchase more Anti-Bias Building Blocks manuals

	Anti-Racism PLC- Year two of the ARPLC, to support the implementation of the Anti-Bias Building Blocks curriculum as well as to continue to provide a safe place for staff to share and develop ideas about race, equity and diversity in our school. Restorative Practices Training for all staff. Leaders will model restorative practice language and mindset for staff. Implementation of restorative practices in the instances of students being removed by the teacher.	An increase in the number of staff who are members of the Anti-Racism PLC Members of the Anti-Racism PLC turn keying learning out to non-members	Funds to purchase additional trade books/read alouds which support the ABBB lessons Compensation for members of the Ant-Racism PLC Restorative Practices Training during PLC time. Facilitated by the district office of PPS.
Cultivate Student-Student and Adult-Student Connections to allow for intentional SEL learning	Training for team of staff members who will lead/train/advise student mediators Identification/training of student mediators Implementation of Peer Mediation Program Structured Check & Connect Program	Reduced recurrence of issues between students who have participated in peer mediation Reduction in number of students chronically absent each quarter Generally positive sentiments about school	Training of Peer mediation staff members who can train the students- district behavior specialists Peer mediation stations will be established in social worker

		shared with adults during check & connects	offices/turnaround room/outdoor spaces

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	"I feel safe during recess."	85% of students agree or strongly agree
Staff Survey	"The school values the work I do to support students beyond the curriculum."	85% of teachers agree or strongly agree
Family Survey	"The school supports my student's social and emotional well being."	85% of families agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
All students in grades 1-5 will have participated in three conversation circles by June 2022. School-Wide Attendance Rate of 94% by June 2022.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to building a school where children feel safe, respected, supported and have a true sense of belonging.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Our vision is for Paige to become a school where "Every student feels safe, every student feels respected and every student learns, no matter their race, disability or socio-economic status." As such, this commitment sets a standard for the actions we will commit to in order to move our school closer to this place. In addition, historically our students have indicated on surveys that there are places where they feel unsafe and instances where they feel disrespected by other students. Our state and local testing data indicates that the majority of our students are below grade level in both reading and mathematics. We address this concern here by committing to supporting our students academically. During interviews with students, they noted the desire for more clubs and continued academic support. They were particularly fond of the Reflex math program as a means of learning their math facts. As we completed our Equity Self-Reflection, the team had a good discussion around the teaching of current events. Some members of our team felt that we avoid teaching it because of the controversial nature of some events and an uncertainty that teachers are prepared/trained to cover these topics in their classrooms. Additionally, staff noted that they are unsure of which resources to use in teaching Current Events. This feeling has its origins in the national debate over media outlets and partisan news sources.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Supports for Students, Families & Staff	PBIS- year three roll out of PBIS, including daily recognition of positive behaviors, quarterly awards ceremonies, and monthly reward activities for earners Development and implementation of a Communication Plan to promote two way communication between the school and families	Increasing number of students being recognized for positive behaviors each month Fewer chronically absent students each quarter High participation rates in Community Building Events & Activities	Additional funding to increase hours of the Parent Liaison position Scheduling Quarterly awards ceremonies to recognize academic accomplishments and positive behavior/attendance- funds for recognition materials Scheduling monthly PBIS celebrations (dances/movies/extra playtime)
Community Building Events & Activities	After-school Clubs such as drama, garden, academic support, chess, or others as indicated by student interest School Day Events such as Parents in the classroom (ELA, Math, Science and Social Studies days)	High participation rates in after-school clubs & events Positive feedback from student, family & staff participants of after-school clubs & events	Compensation for staff to lead student clubs during after school time Funds for transportation for after school programs

	Summer Play Dates/Orientations		Compensation for staff for summer play dates (3 hours per staff member) Funds for light refreshments during school day events
Improve the Physical Space of the School to be More Welcoming	Inclusive posters and signage Mural done by SHS student in communal space Flower beds and student garden	Talking to students about how welcome they feel in their school Talking with families about how welcome they feel in the school	Funds for printing/hanging of new posters Funds for the completion of the mural (paint/brushes/prep) Farm to School Program Grant for funding/advisement with School Gardens
Academic Supports for Staff & Students	After-school Academic Clubs such as ENL Newcomers Program, Reading Intervention, Mathematics Intervention Staff PD for Heggerty Phonemic Awareness, LETRS, Fundations Decodable Readers Continuation of Reflex math program to support math fact fluency	STAR Reading/Math/Early Literacy score improvements Increase in the percentage of math facts mastered according to Reflex Math data systems	Compensation for staff to lead student clubs during after school time (ENL/Reading/Math) Funds for transportation for after school programs Compensation for staff for literacy PD Funds for decodable readers Compensation for part time tier 3 intervention teacher

The integration of current events into our core curriculum instruction (ELA/Math/Science/Social Studies) The hiring of a part-time intervention teacher who can focus on Tier III reading instruction in grades 3-5 as well as supporting professional development related to phonics instruction.		

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	"I can really be myself at this school." "Teachers at this school care about me." "School is a safe place for me."	85% of students agree or strongly agree
Staff Survey	"The school makes sure all students can experience success." "The school values the work I do to support students beyond the curriculum."	85% of staff agree or strongly agree
Family Survey	"My child feels connected to the school." "The school cares about my family and the community." "The school values the backgrounds and identities of its students and families."	85% of families agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

School-Wide Attendance Rate of 94% by June 2022.

All students in grades 1-5 will have participated in three conversation circles by June 2022.

50% of students in grades K-5 will be at or above grade level on the June 2022 STAR Reading/Early Literacy Assessment

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.

☒ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and Commitment 2

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must	

include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Matt Berkshire	Principal
William Pickett	Assistant Principal
Edd Friedman	Instructional Supervisor
Mary Newcomb	Teacher
Scott Pettingill	Teacher
Charlene Carter	Teacher
Christy Ferri	Teacher
Tiffany Franklin	Social Worker
Karen Ravalli	ENL Teacher
Sue McCarthy	Special Education Teacher
Joanne Luke	Parent Liaison
Taheera Rasheed	Parent

Cheryl Wamsley	Parent
Teneille Burr	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
Week of 5/17/21	X					
5/19/21		X				
5/25/21			X	X		X
6/8/21				X	X	
6/14/21					X	

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
The student interview process was very enlightening. We used the discussion questions provided in the "Imagining September" slideshow provided by the Imaging September project. Students in grades K-5 were interviewed. These students were selected by their teachers and represented a cross section of our school. Students from our 5 largest race groups were represented as were Students with Disabilities, English Language Learners and Economically Disadvantaged. The students gave us their perspectives on what they were proud of, what they wanted the school to do to make it a better place to learn, and what they hoped the adults in the school wouldn't let happen. Their responses informed our thinking and led to the development of the ideas for after school programming, clubs, celebrations, and continued use of the Reflex Math Program.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self Reflection tool contributed to conversation that helped us consider how our school currently supports culturally responsive education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging and inclusion. Our conversation led to the inclusion of many actions detailed in this plan. To begin with, creating an environment that is representative of our students. We talked about whether or not our students see themselves and their culture represented in the school (the art that is hung, the materials that we read, the lessons that we teach). We also had a really important conversation around the teaching of current events and the reason why most teachers have recently avoided teaching it. This conversation led to us identifying barriers to the teaching of current events. In this plan, we are focusing on ways to get around these barriers, as well as ways to support our teachers in having the materials and training needed to negotiate what can be a sensitive area of instruction.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

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

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the *Leveraging Resources to Support the SCEP* document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.