



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Kingston City School District	John F. Kennedy Elementary School	Kindergarten- 4 th Grade

Collaboratively Developed By:

The John F. Kennedy Elementary School SCEP Development Team:

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And in partnership with the staff, students, and families of John F. Kennedy 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

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>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to engaging students in meaningful learning that is relevant to them.</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>It is clear to us that relevant, active, impactful learning that involves students' interests is the way to engage our students and support them as they grow academically. We feel that more opportunities for meaningful learning and higher engagement will also lead to higher attendance rates and less opportunities for negative behaviors. This commitment also directly ties into our commitment to being restorative educators who have high expectations but offer high support.</p> <p>The following themes emerged during our SCEP planning meetings:</p> <ul style="list-style-type: none"> *Small group instruction *Project-based learning *Outdoor/nature learning opportunities *Curriculum collaboration & sharing with special area teachers & related service providers to enrich student learning *Encourage sharing of lessons (Teams page per grade) *Planning collaboration time with special area teachers during monthly meeting <p>During the envision process, 100% of families and staff who participated envisioned students having high levels of engagement and being excited about being in class.</p> <p>During our listening session with students, students were asked to finish the sentence, "I learn best when..." and "What are the things that our school is doing this year that should be continued next year? Why are they</p>

important to you?" Below are student responses:
"I learn best when I can ask for help when I need it."
"I learn best when it's fun and we have cool experiences."
"I learn best when it's fun and we get to learn and work together."
"I like doing research that will help in life. I like when teachers teach cool stuff."
"We should do more Science next year. Because it's fun and we can have so much cool experiences."
"Don't put too much pressure on us."
"If one of the teachers yells at us, it scares us. It makes us scared and not want to ask for help."
"Next year I think we should keep doing Foundations. Foundations is a fun way to learn. I learned vowels, words, syllables, and a lot of suffixes."
"I learned that I am a writer this year."

On an anonymous survey given by Kingston City School District, 6% of staff members who completed the survey responded that they either disagree or strongly disagree with the following statement: "The available professional development opportunities in this school/district are valuable."

We will continue the practice of looping which was a school-wide engagement strategy that repeatedly came up during our envision and analyze activity. This coming year, five classes will be looping up with their classes and one teacher will go back down a grade so they can loop up with their class from the 2023-2024 school year to the 2024-2025 school year.

We are thrilled to continue our coaching program through the Coaching for Excellence grant with a more specific and targeted school-wide focus this coming year.

We commit to organizing adults in a way that will increase meaningful learning opportunities.

Progress Targets

By the end of the year, we will look to the see the following occur:

SCEP Cover Page

	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	PD calendar Classroom walk-through data (from tool aligned to professional development trainings)	100% of staff has been trained on engagement strategies 25%-40% of teachers will move from Effective to Highly Effective on the Danielson Rubric based on a combination of unannounced and announced observations	

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	How often is learning fun? (Every day, most days, some days, never)	At least 80% say every day or most days	
Staff Survey	When planning my lessons, I am intentional about creating opportunities for students to have some type of hands-on practice daily. (100% of the time, 75%, 50% 25%) I started implementing the engagement strategies we learned in our Professional Learning Communities. (100% of the time, 75%, 50% 25%)	100% of staff will answer either 100% of the time or 75% of the time. 100% of staff will answer either 100% of the time or 75% of the time.	
Family Survey	My child sees themselves reflected in the curriculum. What my child learns in school connects to their life outside of school.	Strongly Agree & Agree categories will increase by 13% bringing the percentage of parents who disagree to under 10%.	

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)	Teacher/student walk-through tool	Based on the teacher walk-through tool, 80% of teachers are consistently using one engagement strategy per lesson.	

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	Student assessment data	A 10% increase in the percentage of students reading at or above grade level on each grade 2 nd grade through 4 th grade	
Adult/School wide Behaviors and Practices	Classroom walk-through tool data	-Adults using an increasing number of instructional strategies that shift the cognitive load from the adult to the students -Teachers create a culture of error in which students are allowed and encouraged to make mistakes as a part of the learning process	
Student Behaviors and Practices	Classroom walk-through tool data	-Students are willing to take risks and try new things -Students ask questions -Students are excited about the learning as evidenced by 80% of the class participating in the learning/activity/conversation	

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?
Instructional Coaching	<p>In year two of our Coaching for Excellence grant, our Instructional Coach, Emily Zifchak will have a more specific and targeted school-wide focus. Coaching and professional development provided will focus on the following things:</p> <ul style="list-style-type: none"> -Small group instruction -Project Based Learning -Upper grades Writing Workshop implementation -Skill based reading instruction 	<ul style="list-style-type: none"> -Time for ongoing professional development -Time for collaboration between Instructional Coach and Writing Workshop Staff Developers
Professional Learning Communities focused on instructional engagement strategies and culturally responsive teaching	<p>Professional Learning Communities will meet at least twice a month and focus on academic and social-emotional engagement strategies. Professional Learning Community members will present new learning at each Faculty Meeting.</p> <p>This work will begin with two book studies:</p> <ul style="list-style-type: none"> -<u>Nonviolent Communication</u> By, Marshall B. Rosenberg, PhD -<u>Shifting the Balance</u> By, Jan Burkins & Kari Yates 	<ul style="list-style-type: none"> -Time for Professional Learning Communities to meet -Copies of <u>Nonviolent Communication</u> for all staff members and <u>Shifting the Balance</u> for all instructional staff
Peer observations of teachers using best practices	<p>All teachers will have the opportunity to participate in peer observations by utilizing a sign-up method in the Faculty Room called "The Pineapple Chart." Teachers will volunteer to share best practices of engagement strategies by placing a pineapple with their lesson topic/strategy on the chart. This will let others know what is available to observe. Our Instructional Coach will facilitate coverage for the peer observation and track all peer observation occurrences and strategies/lessons observed.</p>	<ul style="list-style-type: none"> -Coverage for peer observations

	If teachers are not feeling comfortable naming things they are doing well that others can observe, I will make suggestions during walk-throughs and observations using phrases such as, "I love how you used turn and talk to encourage high-level student discussion during this lesson. Please consider using the Pineapple Chart to sign up to let others observe this engagement strategy in your classroom."	
Writing Workshop Kindergarten-3rd Grade	All teachers will continue their work with Writing Workshop PD consultant, Lindsay Barton as well as with our Instructional Coach Emily Zifchak to expand use of Writing Workshop. Writing Workshop will be used to engage students in relevant, meaningful writing work, increase stamina, and give students more voice and choice throughout the day.	-Writing Workshop consultant, Lindsay Barton -Coverage for teachers during Professional Development days -Materials (folders, flair pens, paper choice)

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to giving every child the opportunity and authority to drive and shape their own learning.
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>In order to better engage students in meaningful learning opportunities, we recognize that agency is key. It is clear that our teachers, our students, and their families all see the value in recognizing students as individuals. Students need to take ownership of their learning by setting their own academic and social-emotional goals, incorporating their own interests, and collaborating with our staff to design their own learning experiences.</p> <p>The following themes emerged while discussing centering students during our SCEP planning meetings:</p> <ul style="list-style-type: none"> *Student government *Peer mentoring *Project based learning that reflects students' skill level *Looping *Restorative practices *Small class sizes

*Student-led Conferences

*Voice and choice

During the envision process, 100% of families and staff who participated envisioned students participating in project-based learning.

During our listening session with students, students were asked to finish the sentence, "I learn best when..." and "What are the things that our school is doing this year that should be continued next year? Why are they important to you?" Below are student responses:

"I like doing research that will help in life. I like when teachers teach cool stuff."

"I know I'm doing the right thing at school when I get a pompom, a pawsitive postcard, or you get a shout out."

"If you're not yourself, you can get into trouble. So I always just be myself. Like I would follow the rules. Like I would be myself. I would not be like anyone else... I would be myself."

"Some kids have disabilities so it's like harder for them to not do it. Then some cannot do it but they choose to do it. Some have to do something and it's hard for them to not.

On an anonymous survey given by Kingston City School District, 22% of parents who completed the survey responded that they either disagree or strongly disagree with the following statement: "My child sees themselves reflected in the curriculum."

15% of parents who completed the survey responded that they either disagree or strongly disagree with the following statement: "What my child learns in school connects to their life outside of school."

On the student version of this survey, 15% of the students who completed the survey responded that they either disagree or strongly disagree with the following statement: "In this school, students have many opportunities to help decide things like class activities and school rules." 27% of the students neither agreed nor disagreed.

Our lowest rated area on any survey questions came from the student survey. 48% of students who completed the survey either disagree or strongly disagree with the following statement: "All students are treated fairly when

	<p>they break school rules.” We feel that providing students with further opportunities of “choice and voice” will help them better understand restorative practices, that the goal of discipline is to teach, not punish and that all students learn differently. Directly involving students in the creation of a school expectation video library that they can refer to during restorative conferences and peer mentoring will give students more of a voice in our school expectations and consequences that come with not following the expectations.</p> <p>During the 2022-2023 school year we started to focus on providing students with agency. We began working on a student created expectation video library and successfully implemented Student Led Conferences in classes spanning 1st through 4th grade. In October 2022, 3% of parents disagreed with the statement: “My child has been able to set their own goals and gets feedback on how they’re doing” and 17% of parents responded with “I’m not sure.” By February 2023, after implementing Student Led Conferences, 99% of parents either agreed or strongly agreed with the statement: “I am aware of my child’s goals and the work they are doing to reach them” with only 1% of parents responding, “I’m not sure.”</p> <p>We commit to centering students by giving them voice, choice, and the authority to shape their own learning and experiences at JFK.</p>
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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	<ul style="list-style-type: none"> -Discipline data (referrals, suspensions, eschool incident reports) -Surveys 	-80% of students consistently exemplify the five values as self-identified on the student self-assessment tool used for student-led conferences	

	-Classroom walk-through tool	-100% of classes completing at least one identity-based project	
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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	<p>Questions:</p> <ul style="list-style-type: none"> -I keep myself and others safe -I am respectful and kind -I am responsible for my own actions -I come to school ready to learn <p>Answer options:</p> <ul style="list-style-type: none"> -Always -Most of the time -Sometimes, but I need reminders -I am struggling with this 	85% of students will respond with “Always” or “Most of the time” by the first round of Student Led Conferences of the 2023-2024 school year	
Staff Survey	<p>My class completed an identity-based project.</p> <p>My students have choice and voice in their learning each day.</p>	<p>100% of teachers responding yes.</p> <p>100% of staff will answer either 100% of the time or 75% of the time.</p>	
Family Survey	<p>My child’s culture and identity are honored at JFK.</p> <p>I am aware of my child’s goals and the work they are doing to reach them.</p>	<p>95%-100% of parents/guardians either agreeing or strongly agreeing (an increase from 92% in February 2023)</p> <p>99%-100% of parents/guardians either agreeing or strongly agreeing (maintain our 99% positive response from February 2024 or increasing by 1%)</p>	

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)	<ul style="list-style-type: none"> -Mid-year surveys -Lesson plan review -Walk-through tool 	An increase in student choice and student voice in 100% of classrooms.	

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	Discipline referrals	We hope to see a steady decline overtime as we continue to reinforce our expectations through the use of student created videos and peer mentoring relationships.	
Adult/School wide Behaviors and Practices	<ul style="list-style-type: none"> -Classroom walk-through tool -Lesson plans 	<ul style="list-style-type: none"> -Evidence of the development of class projects tied to student interest/identity -Evidence that students have voice and choice in their learning each day 	
Student Behaviors and Practices	T2/T3 behavior data	We hope to see students who are receiving Tier 2 behavior interventions exhibiting increasing self-regulatory behaviors as evidenced by a decrease in behavior referrals.	

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?
Student created video library explaining school values and expectations	<p>We will complete videos for each of the 5 values in our school pledge: “As a citizen of JFK, I promise to do no less than my best. I will keep myself and others safe, be respectful, kind, responsible for my own actions and ready to learn.”</p> <p>Classroom Hallway Restrooms Cafeteria Playground School Bus</p> <p>-We will use the videos in the following consistent ways: *As a support to struggling students during office visits, restorative conferences, and peer mentoring sessions *Monthly whole school community meetings</p>	<p>Student government meetings</p> <p>School-wide community meetings</p> <p>Video equipment</p> <p>Video editing tools</p>
Peer mentoring	<p>JFK has used the PBIS (Positive Behavior Interventions and Supports) strategy of Check-In/Check-Out for several years. This strategy entails having a staff member complete a check-in (morning) and check-out (afternoon) session with students who struggle with self-regulation or social-emotional skills. This year will be extending this program to include peer mentoring. We have found that students who have gone through Check-in/Check-out are the first students to help a student in crisis or in need of co-regulation. 3rd & 4th grade students interested will be trained on this method and assigned as a peer mentor for younger students.</p>	<p>Principal, Social Worker, Psychologist and Registered Behavior Technician will run trainings</p> <p>Trainings will take place during the school day</p>

Each class with complete one project tied to self-identity	Using the work started by our Diversity, Equity, and Inclusion Professional Learning Community team members during the 2022-2023 school year and growing our ability to provide students with choice and voice, each class will complete at least one project using project-based learning that is tied to student identity.	Professional Development on: -Diversity, Equity, and Inclusion -Project-based learning Coverage for staff to engage in peer visitations for staff to see this work in action
Wild Earth Partnership	We will continue our Wild Earth partnership this year. Wild Earth will provide guided recess two days a week for all students in Kindergarten through Grade 4. Wild Earth will also lead an afterschool program focused on building independence, gaining confidence and encouraging safe risk taking for our Grade 4 Students. Wild Earth will lead seven sessions with our Student Government (Grades 1-4) focusing on creating Recess Leaders. This work will directly increase student engagement as well as support our social-emotional goals.	Wild Earth programming fee

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to strengthen family and community relationships through engagement and mutual participation between members of the school community.
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? 	The following themes/ideas emerged while discussing linking teaching and learning during our SCEP planning meetings: *Family workshops *Potluck dinners with conversation about school improvement *Community/family/home/school connection - invite parents to classrooms to support curriculum, parents/guardians as teachers for monthly themed assemblies

- *How does this Commitment connect to what we observed through analysis?*

*Offer childcare to increase participation in Parent Teacher Conferences and committees
 *Common language among staff & families

During the envision process, 100% of families and staff who participated envisioned collaboration between families and school staff as a key to success.

Our work with trauma-informed education, restorative practices, and diversity, equity and inclusion has shown us that relationships are the key to academic and social-emotional growth. We believe that these relationships cannot just exist within the walls of our school but must extend out into our students' homes and the larger school community.

On an anonymous survey given by Kingston City School District, 12% of parents who completed the survey responded that they either disagree or strongly disagree with the following statement: "Students are given opportunities to learn about people from different races, ethnicities, or cultures."
 9% of parents who completed the survey responded that they either disagree or strongly disagree with the following statement: "This school encourages me to be an active partner in educating my child."

We commit to linking teaching and learning both inside our school and within our larger school community.

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	Parent survey data	100% of parents either agreeing or strongly agreeing with the following statement: This school encourages me to be an active partner in educating my child	

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 knows what is happening at JFK.	90% agree or strongly agree	
	My teachers know about important things that happen in my home life.	90% agree or strongly agree	
Staff Survey	How many times have you invited families into your classroom this year?	By spring we are hoping to have an average answer of 4.	
Family Survey	This school encourages me to be an active partner in educating my child.	Decrease number of parents who disagreed or strongly disagreed by 5-10%	
	About how many times have you been invited into JFK this year?	By spring we are hoping to have an average answer of 8.	

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)	Sign-in sheets from all family events	Family members from every grade, every geographical area, every race, and every culture attending school events and partnering in education	

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	Discipline referrals	We hope to see a steady decline in behavior incidents as we strengthen family/school partnerships and provide parents with the support to help manage home behaviors	
Adult/School wide Behaviors and Practices	Sign-in sheets from: Back to School Night, our first Parent Workshop event, our first Potluck & Conversation event	We hope to see family members from every grade, every geographical area, every race, and every culture attending these events and partnering in education	
Student Behaviors and Practices	T2/T3 behavior data	We hope to see students who are receiving Tier 2 behavior interventions exhibiting increasing self-regulatory behaviors as evidenced by a decrease in behavior referrals	

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?

Potlucks & Conversations	<p>Due to the success of our Pizza & Planning SCEP Event, we will be hosting potluck dinners tied to a topic of interest to our school community. The JFK families and staff will come together to eat dinner and discuss things such as:</p> <ul style="list-style-type: none"> -Restorative Practices -Homework -Limiting screen time -Bullying prevention -Trauma-informed education 	<p>Attendance by staff will be voluntary</p> <p>The PTO will donate food to supplement what is brought by families and staff attending</p>
Family Workshops	<p>Our Social Worker, Psychologist, Principal, and other members of the JFK community will be hosting Parent Workshops in September, November, February, and May. Our goal is to help families become more informed with school information, provide helpful behavior strategies and tips to use at home, link families with community partners around our area and more. Workshops will take place after school hours so working parents can attend. Based on survey feedback and ideas shared during our envision activities, topics will include:</p> <ul style="list-style-type: none"> -Student home behaviors -Behavior tools/strategies to use at home -Problem solving strategies -Emotional coping strategies -Academic support -Family goal setting -Finding community partnerships -Attendance help -School communication tools 	<p>Refreshments for parents attending workshops</p> <p>Childcare for parents attending workshops</p> <p>Materials for families to bring home to support their learning in the identified areas</p>
Family & community members as guests to share about their careers, interests, experiences	<ul style="list-style-type: none"> -Family members will be invited to visit classes, speak at our monthly morning meetings and/or co-anchor on the WJFK morning announcements to share about their careers, interests or experiences -During the 2022-2023 school year, one 3rd grade class invited parents in to share about their careers or passions and it was incredibly successful. The students participated in goal setting activities based on what they learned about various career paths 	<p>Time (morning announcements, monthly meetings, assemblies)</p>

SCEP Cover Page

	<p>-Instead of having families come in to share to just one class, they will be able to reach the whole school community this year</p> <p>-This will provide students with an opportunity to learn from and about people from different races, ethnicities and cultures and also allow family members an additional opportunity to be active partners in their child's education.</p>	
Care Cart	<p>We currently have a robust Backpack Program that provides students with bags of food to take home on the weekends. We will be extending our support this year to include a Care Cart. The Care Cart will have self-care items such as laundry detergent, toothbrushes, toothpaste, shoelaces, lice treatment, and other items that may hinder a child's ability to attend and focus on school.</p>	<p>Portable cart (can be accessed in a private space)</p> <p>Donated care items (we will be working with People's Place and other community partners on this)</p>
Astor Services	<p>JFK will partner with Astor services to provide Astor mental health services for students and families right here at JFK. In addition to counseling and crisis services, our Bilingual School Based Clinician, Maria Rojas, will run workshops, provide staff development and be present at all school events providing families with any necessary supports.</p>	<p>-Astor office</p> <p>-Clinician Maria Rojas</p>

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

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)	<p>Commitment 1 - We commit to engaging students in meaningful learning that is relevant to them.</p> <p>Commitment 2 – We commit to giving every child the opportunity and authority to drive and shape their own learning.</p> <p>Commitment 3 – We commit to strengthen family and community relationships through engagement and mutual participation between members of the school community.</p>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>Research indicates that well-implemented Professional Learning Communities support improvements in practice along with student learning gains. The most successful Professional Learning Communities have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.</p> <p>To support our SCEP work we will have three Professional Learning Communities</p>

	made up of representatives of all stakeholders that focus directly on the following three areas: Meaningful Learning, Agency and Community.
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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	
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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?	
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
Cori Allen	Teacher
Gabrielle Annese	Parent
Ashley Anzalone	Teacher
Elizabeth Avilez	Parent
Alexandra Bailey	Teacher
Daniel Ballou	Teacher
Ashlei Bauer	Teacher
Lorraine Beaudette	Teacher
Christy Bennett	Teacher

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Nicole Blatter	Teaching Assistant
Amy Brekke	Teacher
Kathleen Brodhead	Teaching Assistant
Rodney Brown	Teaching Assistant
Phil Brown	Teacher
Francis Caballero	Parent
Rhea Checksfield	Teacher
Noelia Choc Caal	Parent
Levit Choc Cho	Parent
Emily Daniels	Parent
Jason Daniels	Parent
Melida Dessalines	Guardian
Kristen Devine	Teacher
Beth Dominowski	Library Typist
Carmen Dumont	Teaching Assistant
Andrea Dunn	Teaching Assistant
Sasha Finlay	Parent
Samantha Ferraiuolo	Grandparent
Emily Feshold	Teaching Assistant
Jessica Feshold	Teacher
Jillian Foreman	Teaching Assistant
Reina Fuentes	Parent
Marina Fuga	Teacher
Carly Ghee	Teacher
Maura Gruber	Teacher
Trudy Hay	Social Worker
Elissa Hansen	Teacher
Tracey Hazlett	Teacher
Melissa Jamieson	Principal
Jessica Kelly	Parent
Maureen Kelly	Teaching Assistant
Diane Lammers	Teacher
Susan Lasher	Teaching Assistant
Denise Lawrence	Teacher
Koardaysia Little	Parent
Donna Lobdell	Teaching Assistant
William Manley	Teacher
Heather Marshall	Parent
Andrea Mason	Teacher
Karla Mateo	Parent

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MaryKate Mathews	Teacher
Heidi McGarry	Teacher
Nancy Miller	Teaching Assistant
Joanne Miller	Teaching Assistant
Jessica Miller	Teacher
Joanne Mittleman	Teaching Assistant
Desiree Mitzel	Teaching Assistant
Cesar Moo Guitz	Parent
Maureen Murphy	Teaching Assistant
Brittany Myers	Teacher
Dalienne Niles	Teacher
Tabitha Oviedo	Parent
Victoria Parks	Teacher
Joan Pesko	Teacher
Julann Peters	Teacher
Rose Maire Reid	Teacher
Jose Sandoval	Parent
McKenzie Schell	Teacher
Rebecca Schmidt	Teaching Assistant
Tanaya Scott	Parent
Tracie Short	Teacher
Carleen Smalls-Hicks	Teaching Assistant
Pam Steyer	Occupational Therapist
Shay Taylor	Teacher
Jennifer Torok	Teacher
Kristina Vitarius	Teaching Assistant
Kari Wade	Teacher
Caroline Weishaupt	Psychologist
Michelle Weiss	Teacher
Kim Williams	Office Manager
Nicole Zalocki	Teacher
Emily Zifchak	Instructional Coach
Mariela Zimmerman	Bilingual Family Worker

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:</i> 4/6/21				X	X		
4/25/23	X						
5/4/23	X	X	X	X			
5/5/23	X	X	X	X			
5/9/23				X			
5/11/23				X			
5/19/23					X		
5/22/23					X		
5/23/23					X		
6/13/23						X	
6/20/23						X	
6/22/23							X
6/23/23							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

A group of students representing all grades and subgroups were asked the following questions aligning with the themes that emerged during our envision and analyze activities. The answers were then used to craft our commitments and strategies.

-What are the ways that you've seen yourself grow or learn new things over the past year?

-What are some things that you think are important for all teachers to know about what it is like to be a student at our school?

-What are the things that our school is doing new this year that should be continued next year? Why are these things important to you?

-What signals do you look for to let you know that you are on the right track or off-track in school?

-What are things we could do to help students feel better about being at school?

-I am going to tell you a statement, and I want you to think of what comes to mind: "There are adults in this school that look out for kids like me." What does that make you think of?

-I am going to tell you a statement, and I want you to think of what comes to mind: "Kids like me are allowed to be ourselves at this school." What do you think of when you hear those words?

-Many students reported that they don't feel all students are treated fairly when they break school rules. Why do you think that is?

-Finish this sentence... "I learn best when..."

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.