SCEP Cover Page

New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
West Seneca Central School District	Northwood Elementary School	PK-5

Collaboratively Developed By:

The Northwood Elementary SCEP Development Team
- Angela Ferri – Principal
- Brenna Fitzpatrick – Social Worker
- Carrie Wood – Grade 1 Teacher
- Cindy Inglut – Math AIS
- Erin Fedele – Special Education Teacher
- Kennedy Kirby – Grade 3 Teacher
- Alissa Steele – Grade 4 Teacher
- Katie Esposito – Reading Specialist
- Danielle Maciok – Parent
- Kelsey Beres – Grade 3 Teacher
- Lisa Zaccagnino - Student Support Specialist (TOSA)
- Janine Ziccarelli – Parent
- Annemarie Talty – Literacy Specialist

And in partnership with the staff, students, and families of Northwood Elementary School.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	At Northwood Elementary we commit to ensuring that all students are engaged in meaningful learning that is relevant to them.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	At Northwood Elementary School, we envision a school where learning is multidimensional, contextual, and relational which leads to providing meaningful learning experiences for our students. In student interviews, students shared that they enjoyed being recognized for their success academically and behaviorally. Through the analysis of school MAP data, we noticed that the number of students at or above grade level dropped from the beginning to the end of the year and the number of students requiring AIS services increased. This commitment provides a focus on the use of targeted instructional tools that will support student academic growth.

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	i-Ready Data	**Whole Group** 80% of students will show measurable growth from the September to June testing administration. **Subgroup** 80% of targeted students will show measurable growth from the September to June testing administration.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	• I see people who look like me in the stories and lessons I receive at school. • I feel that what I learn is important to me.	70% 70%	
Staff Survey	• I am provided with the resources/materials to deliver meaningful and engaging instruction.	70%	
Family Survey	• The school has high expectations for students.	70%	

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)	i-Ready Data (January)	50% of student making growth from the September (diagnostic) administration	

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? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	• i-Ready Data from diagnostic and 6-8 week progress monitoring • Student attendance	• Increased student growth from first 6-8 week progress monitoring assessment • 92% or higher daily attendance	

Commitment 1

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Adult/Schoolwide Behaviors and Practices	• Grade Level Collaboration • Classroom i-Ready Trackers	• A minimum of 3-6 meetings w/ use of exit ticket to identify needs and strategies for improvement • Completed trackers displayed in all classrooms – Student able to speak about trackers	
Student Behaviors and Practices	• Behavior Data • Attendance	• Decrease in student referrals/behaviors incidences compared to the same time last year • 92% or higher attendance rate	

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?
Data Analysis by Subgroups	• Review school data and identify students by subgroups • Determine which students in each subgroup need additional assistance based on i-Ready data or previous academic data • Utilize RTI Team to analyze and share progress monitoring data • Use District data protocols to analyze data. • Utilize grade level meetings to share progress monitoring data • Utilize RTI and AIS teams to review and format data in charts and graphs for each progress monitoring period • Display data in the school each six to eight weeks.	**Resources:** • i-Ready data reports • NYSED Data Reports **Money:** • supplies

School wide i-Ready Usage	• As a school, determine how i-Ready will be used to support proficiency and growth of students:
	  ○ Students will be engaged in iReady no more than 50 minutes per week
	  ○ i-Ready will be used to support Tier I instruction through classroom centers (PD for teachers)
	  ○ i-Ready will be used to support remediation of student skills through center time & homework
		Resources:
		• **i-Ready Resources**
		
		https://drive.google.com/drive/folders/16iLWSl8uBjXyPKaSTYLhfzyDDAmuOiC4?usp=drive_link
		
		Money:
		• supplies

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?
ELA/Math Standards Instructional Calendar **i-Ready Progress Monitoring Calendar**	• Review standards and follow the scope and sequence for District approved curricular programs • Follow the District assessment testing window assessment calendar • Establish at least 3 meetings to measure student growth as evidenced through regular progress monitoring	**Resources:** NYS Standards **Money:** • Stipends for afterschool planning

6-8 week i-Ready Benchmark Assessments and Data Analysis
(measuring proficiency)
	• Utilize grade level time and data protocols to analyze data to determine:
	  ○ standards that have been met
	  ○ standards that need to be retaught
	  ○ standards that need to be addressed in small groups or AIS
		Resources:
		• **I-Ready Correlations**
		  https://drive.google.com/file/d/1_mj6CarK-65Hw46Oq3rpaRj23yd5cnS3/view?usp=sharing
		• **Sample Data Protocols**
		  https://drive.google.com/drive/folders/1NXVDVXOn11K_SplMUZp5r5kifdE5y2Gv?usp=sharing
		
		Money:
		• Stipends for afterschool planning

i-Ready Student and Classroom Goal Trackers	• Determine an individual student tracker and goal sheet to use with students by classroom
	• Create an i-Ready tracker to display in the room to track student progress for a specific period determined by the school
	• Determine what data will be tracked from i-Ready (lesson complete, 100% score, etc.) and provide student incentives during PBIS Award Program (i.e.shining star tickets will be used to encourage teacher and student participation/nominations)
	• Determine time frame to track data and award incentives (weekly, monthly, 6 weeks)
		Resources:
		• **i-Ready Student Tracker**
		  https://drive.google.com/file/d/1WmscdWge-O2KUxmXQXLqJkkpFovhntxc/view?usp=sharing
		• **i-Ready Classroom Trackers**
		  ○ **Pinterest**
		  ○ **Google Images**
		    https://www.google.com/search?sxsrf=APwXEdfxWsov6dwhTunKq9HYUJt5LWRqYg:1686254179764&q=i+ready+classroom+trackers&tbm=isch&sa=X&ved=2ahUKEwj0y4qrurT_AhXQKFkFHcb4CWIQ0pQJegQIDBAB&biw=1559&bih=557&dpr=2#imgrc=mpIgBPgUiwnCiM
		Money:
		• Supplies for trackers

Year-Long Professional Development Calendar
• Needs Assessments
• Feedback Forms
	• Follow a District created, year-long professional development calendar that focus on key instructional levels to drive student achievement:
	  • i-Ready
	  • Data Analysis Protocols
		Resources:
		• **Surveys**
		
		Money:
		• Resources and instructional Supplies

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?
	• Lesson Planning for Reteaching • Small Group Centers to Support Tier I instruction • In class Tier II support • Culturally Relevant Instructional Practices • Create needs assessment survey via Google form for staff to ascertain specific areas of need & support	• Outside consultants

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	**At Northwood Elementary School we commit to building strong relationships with students and families.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *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?*	At Northwood Elementary School, a driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and to be citizens in their community which begins with building strong relationships with our students and families. While we have made efforts to rebuild connections that were lost during the pandemic, we believe that we need to continue to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs. Through our envisioning activity and review of data sources, we learned that while parents were happy with work that we are doing at the school, and students recited and understood the school qualities, we felt that we need to continue to build strong relationships with students and families. Additionally, we saw a small increase in behavioral incidents as many students struggled to adjust to being back in the classroom. Although these increases began to stabilize by the end of the school year, we recognize the need to continue supporting the whole child for learning to occur. We believe that an important part of this support is providing an environment that allows all students to feel safe, supported, and to develop strong relationships. During discussions within our school team, it became apparent that a part of building strong relationships with our families is to put more attention toward affirming the identities of our students and families. Additionally since the pandemic, less parents and families have volunteered and participated in school activities and events than in years past. We realize that having their support in the school, as well as at school events, will help enhance those relationships.

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	**PowerSchool Behavior Incident Reports**	• A 10% decrease from the previous school year	
	Attendance	• 92% or higher	
	Teacher Participation Parent Participation	• 90-100% teacher participation in school wide initiatives • 60% parent participation at school events and increased parents volunteering at the school	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I am happy to be at this school.	90%	
Staff Survey	The school asks families to volunteer at the school.	90%	
Family Survey	I feel welcome at this school.	90%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	**PowerSchool Behavior Incident Reports**	• A 5% decrease from the previous school year	
	Attendance	• 92% or higher	

	Teacher Participation Parent Participation	• 90-100% teacher participation in school initiatives • 40% parent participation at school events and increased parents volunteering at the school	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	• Attendance • Behavior Incident Reports (PowerSchool) • RTI Referral Forms • SABRES Social Emotional District wide survey	• Decrease in absences • Decrease in behavior incident reports • Decrease in RTI referrals. • Specific data from SABRES that will help provide specific assistance to students and address specific issues they may be experiencing	
Adult/Schoolwide Behaviors and Practices	• Morning Meeting • Parent participation Data	• Consistency in "Morning meetings" happening throughout the school • Increase parent participation at school events and increased parents volunteering at the school	
Student Behaviors and Practices	• PBIS Data	• Increased number of students selected to participate in classroom parades and as star students	

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 School Clubs Survey	• Create a student survey to determine which clubs they would like to see offered at the school • Solicit teachers to advise clubs and submit paperwork • Encourage students to attend Community Education Organizations & PTO Events	**Resources:** • Google Forms to create survey • Club Sponsors **Money:** • Stipends for Teachers
Schoolwide Daily Community/Morning Meeting	• Determine, as a school, the components for the schoolwide community/morning meeting (time of day, items to include, etc.) • Develop a committee of teachers to create common slides/ questions that can be provided for all teachers to use, incorporating SEL skills, and providing opportunities to make connections and build relationships • Create a shared drive to house materials for morning meetings • School leaders will observe and participate in community/morning meetings to ensure alignment throughout the school and to provide assistance as needed	**Resources:** • Teachers will create daily slides to incorporate SEL skills **Money:** • Stipends for committee to create common slides for teachers
Affirming the Culture and Identity of students and families	• Determine the various cultures that are represent in the school (survey, PowerSchool data) • Research various types of material and activities that can be used as a part of the instruction to affirm students' culture and identities • Work with the school librarian to select and purchase books for the school library and classroom libraries that represent the students and the various cultures • Give students the opportunity to discuss their cultures and their similarities and differences • Work with a consultant, to provide professional development on how to embed culturally responsive strategies into instruction	**Resources:** • Outside Consultant • BOCES **Money:** • Consultant fees for outside consultant • Cultural Classroom Libraries

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?
Representation of Cultures within the building	- Determine the various cultures that are represented in the school *(survey, PowerSchool data)* - Create a team of teachers and parents to determine ways that cultures might be represented within the school *(i.e. art projects; choice boards in library)* - Purchase flags to represent cultures represented in the school *(i.e., hang flags in main entrance hallway)*	**Resources:** - Volunteer team members **Money:** - Flags
Parent Involvement Campaign	- Create a parental involvement team to discuss and plan parent activities and events *(i.e. mystery readers, centers, assist with parties, encouraging author teas, possibly offering opportunities for Google meets to celebrate student work, field trips)* - Create a flier to send home to parents kicking off the campaign; sharing with parents ways they can become involved in the school - Create a process for parents to sign up to volunteer at the school (half sheet with QR code to be sent home at Open House) - Create a calendar of events for parents so that they can plan in advance to attend	**Resources:** - Volunteer team members - Calendar of PTO Events - SMORE - QR Code half sheet **Money:** - Parent activities and events
Options for Parent Conferences/Meetings	- Provide the option to parents to attend conferences by phone, virtually or in person for parent meeting - Create flier informing parents of new options	**Resources:** - Website - Social media page - Flyers **Money:**

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.

☐XX 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	**Establish an Early Warning Intervention and Monitoring System**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The scores of our students regressed from the beginning to the end of the school year. Having a system in place will allow us to monitor data throughout the school year and make adjustments as needed to ensure growth and achievement.

☐ 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?	
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
Angela Ferri	Principal
Brenna Fitzpatrick	Social Worker
Carrie Wood	First Grade Teacher
Cindy Inglut	Math AIS
Erin Fedele	Special Education Teacher
Kennedy Kirby	Third Grade teacher
Alissa Steele	Fourth Grade Teacher
Katie Esposito	Reading Specialist
Danielle Maciok	Parent
Kelsey Beres	Third Grade Teacher
Lisa Zaccagnino	Student Support Specialist (TOSA)
Janine Ziccarelli	Parent
Annemarie Talty	Literacy Specialist

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
Example: 4/6/21				*x*	*x*		
5/5/23	X						
5/9/23					X		
6/6/23		X	X	X			
6/7/23						X	X

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interviews were held with students, grade 3-5. Students were provided a list of topics to choose from for the focus groups.   The students were interviewed by school leaders. Information gained from the student interviews were analyzed for trends and used to help form commitments for the SCEP.

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.