WES
School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Northeast Central School District	Webutuck Elementary School	Pre K - 4

Collaboratively Developed By:
The WES SCEP Development Team:
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And in partnership with the staff, students, and families of Webutuck 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?	Parent Engagement
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?*	● Student survey wanted parents to be more involved in activities and in discussions - want parents to be part of the school community. ● Parental feedback and conversations ● Based upon the Equity Self Reflection - being cognizant of ELL families and increase communication opportunities ● SEL and academic well being, improve student attendance and increasing student's desire to come to school ● Celebrating and bringing to light that parents are a students first teacher ● Need parent feedback about things that they are interested in - parent survey question, encourage parental involvement and connections

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?
Family Fun Night - One Book, One School	Choosing events that we have high levels of parental involvement and capitalize on prompting academics	parent survey question	transportation for families consistently involve the PTA Books Ordered Project Choice Map in English and Spanish Weekly Seesaw messages to go out
Parent Volunteers to help out in the classroom	reading once a week parent selects books and gets approved by classroom teacher	increase in volunteers; student feedback; reader in Spanish- tandem reading- Spanish/English consistently involve the PTA	PTA will coordinate
After School Programs	Offering after school clubs for students based upon interests	student survey question student feedback	Stipend for Staff Member to coordinate Include: 4H

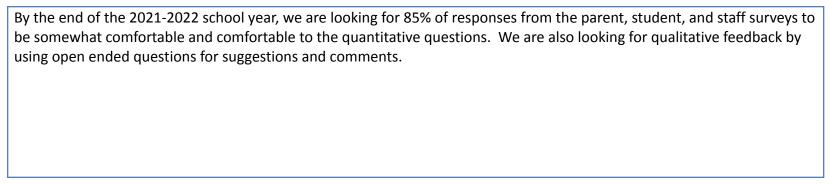|			
			Wassaic Project Scouts McEnroe Look for parent volunteers
Grade Level/Class Newsletter	Each teacher or a grade level	Survey question response	Color Printer Access to Seesaw
Parent Expectations	clearly defined parents expectations- a student and parent handbook Q and A for parents and procedures Grade level trimester brochure -scope and sequence	QR code to webpage for one detailed information Parent Survey	Subcommittee to develop Parent Handbook to work on throughout the school year Handbook both in English and Spanish
Parent Volunteer Day	Invite parents in over the summer to help beautiful the building (Aug 21st and Aug 22nd 8:00 to noon)	Parent Attendance in the event Feedback from parents List of projects completed	Flyer sent out on Seesaw Delegate a parent to coordinate this event Speak to PTA for support and refreshments

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	How comfortable are your parents coming to WES to participate in activities and events?	January Target: 50% are comfortable to somewhat comfortable
Staff Survey	How comfortable are you in having parent volunteers to help with the classroom? What are ways that you can incorporate parents into the classroom?	January Target: 50% are comfortable to somewhat comfortable
Family Survey	Do you feel the school does a good job at communicating to parents? (Do you feel the school (teachers, main office, administration, etc.) does a good job at communicating other information (events, policies, opportunities, etc.) with families?) Do you feel the school does a good job of communicating academic information? (Do you feel the school (teachers, main office, administration, etc.) does a good job of communicating academic information with families?)	January Target: 75% are comfortable to somewhat comfortable

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.

By the end of the 2021-2022 school year, we are looking for 85% of responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open ended questions for suggestions and comments.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	Student Voice
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 "child-centered". - Student survey results indicate that students want to have a voice. - If the students feel welcome and being part of the community, they will want to be at school. - Help to improve attendance by feeling as part of the school community. - Based upon the Equity Survey- student voice empowers students to take responsibility. "Shared Ownership" and in the Student Survey the students would like a suggestion box for student and parent suggestions.

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?
Student Government	Meeting with the Principal on a monthly level.	We want it to be inclusive- rotate schedule, sign-up, one student per grade level, visit classroom for younger students -open up to staff to stop by	Create a schedule
Suggestion Box	Put up a Suggestion Box outside the main idea.	Monthly gathering and analyzing student suggestion	Suggestion Box Paper Pencil
PD on Student Voice	Offering some PD/research articles/ ideas at Faculty Meeting	Staff Feedback through Staff Survey Question	Set time in Faculty Meeting or Department Meeting to share
Student Choice	Providing students with the opportunity to have more choices in their learning, books,	Student Feedback through Survey Question	Set time in Faculty Meeting or Department Meeting to share out different ideas that have been tried.

Commitment 2

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	Do you want the opportunity to meet with the principal on a monthly basis to discuss ideas on ways to improve our school?	January Target: 60% agree or strongly agree
Staff Survey	How comfortable are you with incorporating strategies to support student voices within your classroom? Follow Up Questions: Do you feel that PD offered at the Faculty Meeting was informative and provided you with opportunities for new learning? Do you feel that you need further resources or support to help build student voice in your classroom? What strategies/ideas did you try to incorporate into your classroom that you felt were successful? (What strategies/ideas do you currently incorporate into your classroom to promote student voice that are successful?)	January Target: 50% agree or strongly agree
Family Survey	Is your child comfortable asking questions in class? Is your child comfortable asking for help in class?	50% 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.
By the end of the 2021-2022 school year, we are looking for 80% of responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open ended questions for suggestions and comments.

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 2021-22?	Inclusivity and Differentiation
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?*	- Fits into the WES vision, strong foundation for academic knowledge base, enrichment should be considered as well, teaching individual children and not just the content - Based upon the Self-Equity Survey - students/staff to become experts and a shared sense of ownership - Based upon the Data Shared diagnostic and prescriptive teaching needs to occur - Allows teachers to break down and focus on individual student needs - Teachers are knowledgeable of where their students are academically but also emotionally

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?
PD or Book Study	- PD or book study on Differentiation "How to Differentiate in Mixed Ability Classrooms", What I Need Time to allow for small group instruction, One Size Does Not Fit All, Fair is Not Always Equal	Have common language Build our rapport for our tool box for differentiation	Faculty Meeting - 10 to 15 minutes 35 copies of book Cheat sheet for quick reference
Follow Up Differentiated Instruction for FUNdations	Virtual Visits and 1:1 teacher conferencing	FUNdations shifts from whole group to small group instruction	- Permanent Sub - Resources for those grade levels
Sensory/Breakroom	- doing an inventory on what resources we currently have at WES to use for the Sensory/Breakroom	Collaboration with the OT Therapist and the Special Education Staff to see what the needs are for next school year.	Create an amazon list of resources and collaborate with the OT for suggestions
Resources for Family	Research and compile a list of community resources for families -mental health -food -clothes -shelter	Social Workers are a starting point to gather what resources there are now available to families in our local community.	Brochure Website Monica will collaborate with the social workers to streamline a list of resources

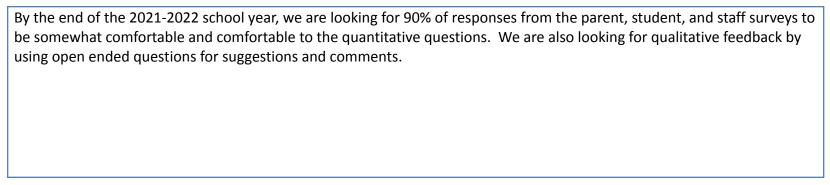|			
	-transportation -healthcare		

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	When you are finding something difficult, do you feel that you get different ideas to try from the teachers? Is there a school adult that you feel a connection to?	January Target: 60% comfortable or very comfortable
Staff Survey	How confident are you defining differentiation? How comfortable are you differentiating your lessons? Can you share one way you recently differentiated?	January Target 50% comfortable to very comfortable
Family Survey	My child's academic and social/emotional needs are being addressed on a regular basis by their classroom teacher.	January Target 70% 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.

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By the end of the 2021-2022 school year, we are looking for 90% of responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open ended questions for suggestions and comments.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
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?*	

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?

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		
Staff Survey		
Family Survey		

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.

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

☐ 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	**Family Engagement Intervention**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This strategy will be developed in collaboration with Proving Ground, which is part of Harvard University. It will support the Commitment of Parental Involvement and Inclusion and Diversity.

	It will allow the building to build relationships between school staff and parents to: ● Increase awareness of the importance of school ● Build home/school connection ● Collaboratively problem-solve reasons for absences/engagement ● Identify and support access to resources that support student learning
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://docs.google.com/document/d/1c3xaaaIueDBnOhI5l0ByHfG01Qh9nabVi59F2fTXl9o/edit?usp=sharing https://cepr.harvard.edu/rural https://ncrern.provingground.cepr.harvard.edu/research Brochure Link: file:///C:/Users/jennifer.hengen/Downloads/proving-ground-flyer-chronic_absenteeism.pdf List of 6 Interventions to choose from: https://exed.canvas.harvard.edu/courses/581/assignments/17956 Description of Developing Mentoring Prototype: file:///C:/Users/jennifer.hengen/Downloads/2d1.%20Mentoring%20-%20Develop%20Prototype%20-%20UPLOAD%20(1).pdf Evidence – Based Intervention Resources: https://drive.google.com/drive/folders/1o98lWrNWhFN0Dk2pFRUbitK9EJKh0jBH

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
Jennifer Hengen	Building Principal
Dr. Jen Eraca	Director of Student Services and Curriculum and Instruction
Anastais Demetros	Special Education Teacher
Monica Baker	ENL Teacher and Special Areas Department Chair
Renee Palmer	Kindergarten Teacher and PBIS/SEL Department Chair
Kari Mahaffey	3rd Grade Teacher and Math/Science Department Chair
Stefanie Milot	AIS and ELA/SS Department Chair
Jessica Deister	BOE Member/Parent Member
Katja Schultz	Parent Member
Megan Musgrove	Parent Member
Elizabeth Augustin	Parent Member
Patricia Hammond	2nd Grade Teacher/Math and SS Department Chair

Our Team's Process

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*		
4/29		X				
5/13	X	X				
5/20	X	X	X			
6/16	X	X	X	X		
7/1	X	X	X	X	X	
7/8	X	X	X	X	X	
7/15	X	X	X	X	X	
8/1	X	X	X	X	x	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 interviews were conducted and a subcommittee streamlined the common themes that came from the interviews. We created a document and shared with our committee what the findings were. We reviewed these documents each time we worked on a commitment to see how we could incorporate student feedback. One common theme that came out was a desire for more student voice in the decisions that are being made.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

As a team we incorporated common themes into our commitments to ensure that we take a closer look at our practices and literature in the classrooms. It also gave us an opportunity to talk about how we can ensure important documents are provided home in native languages and how we encourage more ELL families to participate in school community events.

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.