New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-2023

District	School Name	Grades Served
Utica City School District	John F. Hughes Elementary	K-6

Collaboratively Developed By:
The **JOHN F. HUGHES** SCEP Development Team

- ➢ Mary T. Belden — Principal
- ➢ Cheryl Bateman — 1st Grade Teacher
- ➢ Jessica Charles — 5th Grade Teacher
- ➢ Sue Cruger — 3rd Grade Teacher
- ➢ Christine Edic — 1st Grade Teacher
- ➢ Dawn Gagliano — ENL Teacher
- ➢ Erica Jalonack — Social Worker
- ➢ Corey Mullin — 15:1 Special Education Teacher
- ➢ Maria Post — AIS Facilitator
- ➢ Jacqueline Rueckert — 8:1:2 Special Education Teacher
- ➢ Ani Sojda — 6th Grade Teacher
- ➢ Mandie Warmuth — Kindergarten Teacher
- ➢ Maria Wehrle — 4th Grade Teacher
- ➢ Jenna Anderson — Parent
- ➢ Rasha Mohamed-Arabi — Parent

*And in partnership with the staff, students, and families of **JOHN F. HUGHES***

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

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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to improve home-school connections among students, staff, and families. (Deepening Connections)
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?*	Since March of 2020, the COVID-19 pandemic has caused isolation, stress, and a lack of peer relationships. As all students returned to school full time in September of 2021, the pandemic's ramifications continued to impact connections and relationships. Working to successfully develop and improve interpersonal skills has been challenging and hampered by the ongoing pandemic. Still, students have missed recess, assemblies, field trips, celebrations, and other less structured events, which support human connections and growth. Through student interviews it was learned that many students have missed the above said activities and events. There was an evident desire to make meaningful connections with peers and have opportunities to celebrate successes with their families. With strong connections, it is anticipated that attendance will also improve. Parents also shared that they missed attending school events in person. Many of the same families are excited for Spring '22 school wide activities and assemblies that bring the community together to highlight progress and celebrate successes. When completing the Equity Self-Reflection, it was clear that fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences was evident. However, the team found that there continues to be room for growth.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increased emphasis on cooperative learning and group work.	School Science Fair - Students/Classes will display their science projects for families to see. This will help students learn skills that can be used for problem solving and critical thinking throughout their lifetime. Cultural Fair - Families will be invited to the event to see class cultural projects. Each class will choose a country to research and present requiring students to go beyond what is typically required of them in school projects. This teaches interpersonal skills like how to present and work collaboratively with peers.	Parent attendance records at events to highlight group work projects. Student survey responses that indicate students have increased opportunities to speak with one another. Observations during instructional walks and/or informal / formal classroom visits.	Funding for additional teacher planning and payment for work beyond typical contractual hours. Project materials – poster boards, supplies and prizes. Payment for teacher leader / organizer
Increase culturally relevant curricular materials.	Students will have access to books, videos and instructional material that highlight different cultures.	Students will be able to identify how they are respected, heard, and safe in the classroom and in their interactions with one another.	Funding for materials and activities that address student interests, social emotional needs and advance academic achievement.

		Parent survey and attendance data	
School wide Positive Behavior Interventions & Supports with monthly PBIS assemblies	All students will experience a "back-to-school" orientation for review of school wide rules and procedures.

Students will be introduced to staff to ensure that there is a culture of connection and caring.

Families will be invited to celebrate student successes. PBIS improves school culture, builds social skills, increases instructional time, reduces office discipline referrals and improves social and emotional development.

Classroom teachers will participate in "Check-In, Check-Out" on a daily basis. | Parent Survey and attendance data

Monthly award assemblies will highlight student success.

Office discipline referrals will decrease. | Funding for Positive Behavior Intervention & Supports quarterly planning meetings with teacher leaders.

Funds for incentives and awards. |
| **Curriculum Nights – Extended opportunities for connecting with parents, teachers and students** | Teachers will set up stations presenting their grade level curriculum and materials.

This will ensure that class expectations are transparent and curriculum goals and needs are clearly articulated Informing parents of curricular expectations and identifying ways for families to assist with learning at home. | Parent survey and feedback form following activity night events that align with activity goals.

Attendance tracking

Tracking sheets to monitor homework and progress | Supplies for students and families (school supplies for use at home).

Funding for teacher payment for work beyond typical contractual hours related to curriculum night activities. |
| **Targeted efforts to increase participation in after-school** | After school (Extended Learning Time) activities will be based on student needs and interests with particular attention | 75% of students enrolled in ELT programs will participate weekly. | Bus transportation for extended learning time, materials, |

intervention and enrichment activities to strengthen connections between teachers and peers	toward students struggling with attendance.	Attendance records Survey results	supplies, books, fees for teacher payment.

End-of-the-Year Desired Outcomes

Schools 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	My school has helped me and my family feel welcome and important.	80% or higher desired
Staff Survey	I feel that families appreciate being invited and involved in the school community.	80% or higher desired
Family Survey	The school community is inviting and welcoming when coming to school.	80% or higher desired

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 2022-23 school year.
80% of families will indicate they felt involved in school events and activities through a parent survey. 80% of students will indicate they felt their families felt welcomed by the school. All students will complete projects, which will be showcased to families at scheduled family engagement events. High participation in after-school tutoring (75% of registered students will participate at least once a week)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to increasing student engagement by providing a cohesive, relevant curriculum to improve student learning.
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?*	John F. Hughes is committed to improving our students' success. We understand that students need to be actively engaged in the learning process and be in class daily to be truly successful. The staff has found that when students are engaged whether through group roles or goal setting, they are intrinsically motivated to do better. It was also found that students when engaged used higher-level thinking skills. This commitment is closely aligned with the school vision – *To create a safe, respectful community of learners where educational accomplishments are acknowledged and rewarded.* Students must be engaged to make substantial educational accomplishments. The commitment is meaningful to the school. Through student interviews it was found that many would like to be more involved in the teaching/learning process. During the COVID pandemic, students reportedly missed completing group assignments and having specific duties within groups and hope to do more group work during the '22-'23 school year. Student feedback and staff recommendations make this an appropriate commitment to pursue as the long-term plan identifies the need for students to have access to high quality instruction while actively participating in their own learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Grade level partnerships that highlights common strategies for group projects/assignments	Students will be asked regularly to complete assignments and activities within flexible groups in class. Students will have specific roles within those groups. Teachers will participate in building wide staff development sessions at monthly faculty meetings that highlights student engagement strategies for improved outcomes. Classroom teachers will have additional common planning time outside of contractual hours for congruence with grade level colleagues.	Lesson Plans and teacher self-reflection will provide the evidence of implementation and success. Instructional coaching logs, Instructional walks and observations will be use monitor this strategy. Student work will provide evidence of understating and learning.	Funds for additional planning time and participation beyond the contractual school day. TPT (Total Participation Technique) materials
Student Data and Goal setting folders	Each student K-6 will have a data/goal folder. This folder will contain work samples, assessments, as well as goal setting sheets for i-Ready, fluencies, assessments, behavior and any other goal	Student Feedback Teacher Feedback Goal review, reflection and assessment results.	Student folders Reward stickers and small incentives

	the student and teacher deem fit for improved outcomes.		
Student folders **Reward stickers**	Each student (3-6) or class (K-2) will complete one research project of their choice within the science subject area.	Project Rubric Student Feedback	Project materials and supplies
Structured Staff Collaboration	Grade level teams will identify 3- 5 student engagement techniques / strategies to use cohesively throughout the year. They will highlight and share the strategies' effectiveness with other teams during grade level and vertical team meetings.	Instructional walk protocol / feedback forms Teacher reflection sheets	Funds for additional planning time and participation beyond the contractual school day.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I feel like I am part of my learning	80% agree
Staff Survey	I feel like my students do better when they are engaged in their learning.	80% agree
Family Survey	My child likes to work in groups and on projects.	80% 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 2022-23 school year.
100% of teachers will implement 3-5 student's engagement strategies weekly as evidenced in lesson plans, classroom instructional walks, and formal and/or informal classroom visits.   75% of students will be able to identify engagements strategies used in class to improve learning.   Attendance will improve by 2%.

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	Instructional coaching will help teachers commit to collaborative partnerships that support best practices to implement effective instructional strategies required for student achievement. This intervention will support the commitment to improve student engagement needed to improve learning and increase student achievement. Teacher leaders, and support staff members will share effective strategies for increasing engagement at monthly staff meetings in efforts to best meet the diverse needs of our students.

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**
    ☐ Rating: Meets WWC Standards Without Reservations
    ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**
    ☐ Rating: Top Tier
    ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**
    ☐ Rating: Model Plus
    ☐ Rating: Model
    ☐ Rating: Promising

☐ School-Identified

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

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

Our Team's Process

Background

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

Team Members

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

Name	Role
Mary T. Belden	Principal
Cheryl Bateman	1st Grade Teacher
Jessica Charles	5th Grade Teacher
Suzanne Cruger	3rd Grade Teacher
Christine Edic	1st Grade Teacher
Dawn Gagliano	ENL Teacher
Erica Jalonack	Social Worker
Corey Mullin	15:1 Special Education Teacher
Maria Post	AIS Facilitator
Jacqueline Rueckert	8:1:2 Special Education Teacher
Ani Sojda	6th Grade Teacher
Mandie Warmuth	Kindergarten Teacher
Maria Wehrle	4th Grade Teacher
Jenna Anderson	Parent
Rasha Mohamed-Arabi	Parent

Our Team's Steps

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

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

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			x	x		
5/18/22			X	X		
5/25/22	X	X	X	X		
5/31/22		X		X		
6/01/22			X			
6/02/22					X	
6/9/22					X	
6/10/22					X	

Learning As A Team

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

After interviewing students for information related to SCEP development and our commitments for the 2022 – 2023 school year, the plan addresses:

- Continuing the social emotional / behavioral events and programs that were added back after COVID restrictions were lifted.
- Prioritizing engagement activities during all aspects of the school day.
- Addressing student identified challenges including difficult assignments and making and keeping friends

The plan ultimately focuses on improvement, taking into consideration student interview comments and concerns.

Equity Self-Reflection

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

Based on the Equity Self-Reflection the team's plan was developed to:

- Prioritize social-emotional learning programs and expand on our current PBIS programming to include additional supports for students.
- Plan events to focus on including all stakeholders and strengthen both student and family connections.
- Continue to promote student engagement and class participation with added professional development and monitoring.
- Encourage students to express ideas, feelings and needs related to cultural background and heritage with school wide cultural events.
- Utilize curriculum materials and assignments to help students make connections and build a deeper understanding of content to be successful students and learners.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.