New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Troy City School District	Carroll Hill School	K - 5

Collaboratively Developed By:
The Carroll Hill SCEP Development Team   **SCEP Team Members: Roy Stiles, Joe Foglia, Summer Logrippo, Beth Dowd, Beth Carcich, Julia Halburian, Mary Zakarka, Emmalee Olszewski, Erin O'Malley, Kara Zimmerman, Christine Burroughs, and Nancy McNitt**   *And in partnership with the staff, students, and families of Carroll Hill School.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

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

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

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

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

Resources for the Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning
- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to strengthening connections among our students and school community.
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?*	Learning through the pandemic 2020-2021, resulted in approximately 40% of our student population learning virtually. Virtual learning as well as extended quarantine guidelines resulted in the loss of instructional time. Furthermore, social distancing classroom guidelines limited student partnership opportunities and student led small groups. Our CHS student interviews revealed many students did not feel the same sense of community within their classrooms. Students shared: they missed group times with classmates and that they felt limited to read or work with friends because they were learning at home. Many virtual learners also stated they missed feeling connected to their classmates and teacher. We believe it is important for students to have strong connections with their classmates and adults to support their learning. This belief is stated and aligned to our school goal of: By fostering meaningful relationships, increasing student learning engagement, and responding to individual social-emotional needs, we will see a decrease in behavioral referrals by at least 5%.

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?
Emphasis on student partnerships	Teachers will implement partnership work, such as the turn and talk protocol, book club conversations, peer conferring, student-led small group work and student debates BLT will identify, share and model strategies used to build effective partnerships. Strategies include: active listening protocols, implement conversation stems, continue to model respectful debates Our school community will commit to implement daily practices	During classroom walkthroughs student partnership work will be observed Student work exhibits peer feedback	Talking protocols Conversation stems
Continue to develop positive and healthy working relationships with students	BLT will identify, share out and model concrete relationship building, communication and conflict resolution strategies with the school community	Identified classroom space for "Peace Corner"	Peace corner manipulation tools Zones of Regulation charts

	CHS classrooms will utilize "Peace Corner" in the classroom and The Zone of Regulation	Zones of Regulations displayed for reference in classroom Throughout the school year, relationship strategies will be continuously shared with the school community ie, faculty meetings, ERD Analyzing discipline data	Discipline data
Targeted effort to build stronger classroom communities	Teachers will prioritize and create an environment using classroom community building activities throughout the school year Teachers will continue to assess and respond to classroom community needs throughout the school year through the use of restorative practices Morning meetings will occur in each classroom daily	A decrease in peer conflicts Observation of restorative practices and community building during classroom walkthroughs Analyzing discipline data	Materials needed for community building activities as determined Discipline data

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	- In class, we often work with partners, or in groups - I am comfortable asking questions in class - Students use appropriate behavior throughout classroom instruction	A 60% or higher desired survey response A 65% or higher desired survey response A 50% or higher desired survey response
Staff Survey	- Our students accept corrective feedback - Students use appropriate behavior throughout classroom instruction	A 75% or higher desired survey response 65% or higher desired survey response
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.

- Student referrals will be tracked with the goal to decrease students who receive behavior referrals throughout the school year.
- A decrease in the number of students who need to utilize the Refocus Room.
- Walkthrough observation will indicate an increase in frequency of morning meetings, restorative practice and community building.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to using culturally responsive education practices in our school community. With a focus on each of the four areas: ● A welcoming and affirming environment ● High expectations and rigorous instruction ● Inclusive curriculum and assessment ● Ongoing professional development
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?*	After examining the results of our Equity Self Reflection, we celebrate our progress. The majority of our responses from the Equity Self Reflection indicates the integration of these equity practices. However, our DTSDE survey results from the 2020-21 school year reflect several responses from staff, families, and students that demonstrate a need to continue our work. We believe that with a greater emphasis on specific building wide practices we will see continued growth. This commitment supports our mission, as a student-centered community, is for all students to grow towards educational proficiency or higher while becoming socially responsive and empowered citizens in our ever-changing world. This work also reflects all of our building goals.

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?
Developing Classroom Norms as a Group	Developing a Treatment Agreement as a class to determine the expectations of the following relationships: • Student to Student • Student to Adult • Adult to Student • Student to Environment Revisit Treatment Agreement periodically throughout the school year	Examining Discipline Data Monthly Student Feedback Forms	Professional development on creating classroom norms, treatment agreements Time to analyze data
Targeted small group instruction	Hired additional teachers to allow for a co-teaching model in 6 regular education classes Hired an additional special education teacher to allow special education students to receive additional small group instruction Continued professional development with our Teachers College partnership	Examining student growth data (Fastbridge, Testlets, running records, classroom assessments) Classroom walkthroughs Teacher conferring notes Examining student subgroup data	Time and schedule to provide professional development through TC Funds to hire new teachers Professional development for co-teaching models

	Focus on using student data to form and design small group instruction that will grow all students in reading, writing, and math		
Using Books as mentors	Feature and highlight resources written and developed with diverse perspectives Provide regular opportunities for social emotional learning from mentor texts Continuous collaboration and sharing of book titles in a google shared document	Classroom walk-throughs Teachers are connecting with colleagues to share books/resources they have previously used	Professional Development: using mentor texts Purchasing/inventory books
Ongoing professional development that supports culturally responsive practices	Building leaders participating in professional development focusing on Culturally Responsive Leadership Building wide work with Rebekah Magin BLT will continue to explore ongoing opportunities for professional development in this area	Building leaders will analyze monthly discipline data to determine any trends across subgroups Identify building wide patterns to support building needs	Funds for professional development (books, conferences, inservices)
Building rapport and positive relationships with families	Creation of building wide norms to support family communication: ● Seesaw and other preferred methods ● Coffee Chats with Principal ● Checking in with families regularly to learn about their interests and inviting them to share their opinion and concerns ● Work with families early and often to gather insight into students'	Weekly Seesaw participation report Agenda and feedback from coffee chats	Time to create and monitor the building wide norms

	cultures, goals, and learning preferences		

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	Racism is a problem in our schools	A 30% or higher desired survey response
Staff Survey	Students say the curricula (work) helps them learn to celebrate various student cultures and backgrounds	A 60% or higher desired survey response
Family Survey	Students say staff show bias toward particular student groups Racism is a problem in our schools	A 45% or higher desired survey response A 40% or higher desires survey response

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.

- We will see student growth on district assessment:
  - aReading and aMath scores from fall to winter to spring
  - District Testlet results will increase between assessments
- We will meet our NYS Assessment ELA and math performance index for all subgroups
- Students will see themselves and other cultures in classroom texts

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?	We commit to focusing on providing rigorous instruction for our special education students focusing on using student data.
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?*	We are committed to supporting all students, in all subgroups. Our 2018-2019 NYS assessment results indicate that our special education population has been identified as a subgroup that has not met AYP. Our mission, as a student-centered community, is for all students to grow towards educational proficiency or higher while becoming socially responsive and empowered citizens in our ever-changing world. This commitment will ensure our identified subgroups will make gains and help us provide the necessary focus for the success of our special education students.

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?
Data, Feedback, Strategy Process	Each student will have identified student strengths and instructional next steps documented and shared with students Instructional strengths and next step documentation will be shared among co-teachers/colleagues Data, Feedback, Strategy cycle is recurring throughout the school year	Data, Feedback, Strategy cycle will occur during Team Meetings Data, Feedback, Strategy work will happen during ERD days Updated goals will be maintained	Data, Feedback, Strategy process flow chart Goals and next steps documentation
Targeted instruction	The increase in special education staff will ensure all students receive targeted small group instruction Special education students will receive daily responsive small group instruction from their classroom teacher and special education consultant teacher	Classroom walkthrough observations will show evidence of small group instruction Evidence of students meeting instructional goals	Small group lesson plans Pathways Learning Progression
Sharing of student goals and progress with all families	Students instructional strengths and next steps will be communicated with families during report card conferences and stated (written) on report cards	Report cards will reflect goals and next steps	Goals and next steps documentation Report cards

	Instructional goals and curriculum will be shared with families via Seesaw (technology)	Technology communication will reflect curriculum pacing and updates	

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.

Student growth on district assessment:
    ● Fountas and Pinnell Reading Inventory/running records
    ● Units of Study Pre & Post Assessments
    ● District Reading and Math Testlets
    ● aReading and aMath assessments
 	
Our CHS special education subgroup will meet our NYS assessment AYP targets.

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.

X 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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Establish norms on student partnerships with grade level teams. They will model strategies to build effective partnerships and build proficiency. Strategies include: ● active listening protocols ● conversation stems ● turn and talk ● book club conversations ● peer conferring ● students led small groups ● student debate

	Support targeted efforts to build stronger classroom communities and develop class norms across grade levels
	Provide support in the D/F/S process with targeted small group instruction
	Provide professional development in small group targeted instruction
	Provide professional development in using books as mentors, to feature and highlight resources written and developed with diverse perspectives. Create, organize, and collaborate book titles and a book document to be utilized continuously throughout the year.

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

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

Team Members

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

Name	Role
Roy Stiles	Principal
Joe Foglia	Principal Assistant
Summer Logrippo	Instructional Coach
Beth Dowd	Instructional Coach
Julia Halburian	Teacher
Mary Zakarka	Teacher
Emmalee Olszewski	Teacher
Erin O'Malley	Teacher
Kara Zimmerman	Teacher
Christine Burroughs	Teacher
Nancy McNitt	Special Ed. Teacher
Beth Carcich	Social Worker
Jessica Cachiolli	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
7/22					X	X
7/12			X	X	X	
6/24			X			
6/16		X				
6/2	X					
6/1	X		X			
5/25	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

We felt as though it is important for students to have stronger connections and relationships with their classmates and adults to help support their learning as a result of our student interviews. We heard many times that students did not feel the same sense of community within their classrooms over the past year and through virtual learning. Students often mentioned that they were "missing group times with classmates" and "not being able to read or work with friends because I am home". Many virtual students also commented that they missed feelings connected to their classmates and teacher. Therefore the implementation of strategies such as strengthening partnerships and morning meetings were chosen to support this commitment informed our plan.

Equity Self-Reflection

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

After examining the results from our Equity Self Reflection we saw that we have made progress, but we must continue our work in this area. The majority of our answers from the Equity Self Reflection show that we are integrating these practices. We believe that with a greater emphasis on specific building wide practices these can become sustaining practices. Exploring new book titles that feature and highlight resources written and developed with diverse perspectives is one example of how this reflection informed our plan.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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

3. x 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 adjustments to their plans when appropriate.