New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

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

Collaboratively Developed By:
The Carroll Hill School SCEP Development Team **SCEP Team Members: Sabina Dinardo, Karalina Zimmerman,Nancy McNitt, Beth Dowd, Julia Halburian, Mary Zakarka, Emmalee Olszewski, Elizabeth Franz, Christine Burroughs** *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

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 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to engaging all students in learning through meeting their academic and social emotional needs.
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 discussion of our Equity Self Reflection and *"How Learning Happens"* article, we continue to celebrate our progress. Our responses, discussion, and feedback from these sources indicate practices that engage all students. However, our DTSDE survey results from the 2021-22 school year and our student interviews reflect several responses from staff, families, and students that demonstrate a need to continue focusing on the academic and social emotional needs of our students. We believe that with a greater emphasis on engagement practices we will see continued growth. 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 with a strong emphasis on creating responsive and supportive classroom environments this year.

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?
Support students to develop emotional regulation and social skills to promote engagement.	Implement Tier I Second Step (SEL) curriculum, Zones of Regulation, and Zen Zones Create responsive and supportive classroom environments ● Flexible seating ● Common Meeting Space ● Student Centered Materials and Organized Visuals	Behavioral Data by subgroups Classroom Walkthroughs	SEL professional development provided by community partnerships and CHS staff Materials and furniture needed to support emotional regulation and social skills as determined Engaging in SEL professional development
Build strong classroom communities to promote student empowerment and ownership in learning	Share and model strategies to build strong communities such as: ● Morning Meeting ● Community Circles ● Treatment Agreements ● Restorative Conversations ● Zen Zones	Behavior Data Students and Staff Survey	Professional Development and support provided by the SST team Professional Development for the

	Strengthen student academic conversations to deepen their thinking and understanding through the modeling and implementation of: ● Accountable Talk Stems ● Active Listening Protocols ● Partnership Protocols ● Turn and Talk Procedures		implementation of Morning Meeting, Community Circles, Treatment Agreement, Restorative Conversations, and Zen Zones
Targeted Instruction	Use the data/feedback/ strategy method to determine small group instruction and conferring Provide students with feedback that identifies strengths and areas to develop Develop engaging lessons that provide multiple access points for all learners Align instructional strategies vertically K-5	Student growth and achievement data across all subgroups (Fastbridge, Testlets, running records, classroom assessments, report cards) Classroom Walkthroughs	Data cafe resource to analyze building wide data Professional Development ● Teachers College ● Eureka Math Squared ● Instructional Coaches

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		
Staff Survey	Students use appropriate behavior throughout classroom instruction.	A 60% or higher desired survey response
Family Survey	Students say the curriculum is relevant to their interests and backgrounds.	An 80% or higher desired 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 2022-23 school year.
- Walkthrough observations will indicate an increase in engagement through strong classroom communities and targeted instruction.   - School referrals will be tracked with the goal to decrease students who receive behavior referrals throughout the school year.   - We will see student growth and achievement on district assessments: - aReading and aMath scores   - District Testlets   - Running Records

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening connections among our families 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?*	Strengthening connections between our families and school community is a priority. We hope to accomplish this through offering programs that explain curriculum and social emotional instruction. Our DTSDE survey results from the 2021-22 school year reflect that more consistent procedures need to be in place to address students experiencing ongoing difficulties. Additionally, our attendance data indicates the need to address chronic absenteeism.

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?
Build positive home-school relationships to improve student attendance	Identify and support families with barriers through ● Home Visits ● Multiple Avenues of Communication Connect families to the proper resources available within the school ● Attendance Liaison ● McKinney Vento Coordinator ● School Support System	Attendance Data	Attendance Liaison and Attendance Committee Parent and Family Engagement Coordinators McKinney Vento Coordinator eSchool Phone Log Building Equity Liaisons Google Slides Template Parent Square

			Family Engagement Events
Develop positive and healthy working relationships with students and families	Provide students and families with an understanding of building wide practices through the use of consistent language Provide opportunities for family involvement ● CHS Coffee and Convo ● PTO ● Family Engagement Events ● Community Outreach Events Communicate instructional strengths and next steps with families using various communication methods throughout the year	Reciprocal Communication Data	McKinney Vento Coordinator eSchool Phone Log Building Equity Liaisons College and Career Liaisons Google Slides Template Parent Square Parent and Family Engagement Coordinators Family Engagement Events

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		
Staff Survey		
Family Survey	Our families have had introductions through school sponsored programs to our curriculum. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	An 80% or higher desired survey response An 80% or higher desired 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 2022-23 school year.

- We will see student growth and achievement on district assessments:
  - aReading and aMath scores
  - District Testlets
  - Running Records
- Reciprocal Communication Data will be tracked with the goal to increase family involvement throughout the school year.

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 2022-23?	Through rigorous instruction our students with disabilities will continue to increase growth and achievement on district and building assessments.
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 2021-2022 district assessment results indicated that our special education population has made adequate growth, yet still struggles to meet grade-level proficiency standards. 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?	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?
Use data to determine feedback and provide strategies to support student learning	Use Data, Feedback, Strategy cycles throughout the school year to drive targeted instruction Identify and communicate student strengths and needs with all stakeholders Align instructional practices and strategies for all students	aReading and aMath Assessments ELA and Math Testlets (2-5) Classroom formative and summative assessments Classroom Walkthroughs Individualized Education Program Goals	Professional Development focusing on Data, Feedback, Strategy cycle Common planning time between all stakeholders
Targeted Small Group Instruction	Provide daily responsive small group instruction to special education students from their classroom teacher and/or special education consultant teacher Adjust small group structure based upon the needs of students	aReading and aMath Assessments ELA and Math Testlets (2-5) Classroom formative and summative assessments	Encourage teachers to observe other classrooms and instruction Professional Development and instructional materials focusing on

			phonemic awareness and phonics instruction (basic, advanced, and morphology) Professional Development with Eureka Math Squared and math curriculum leader

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		
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 2022-23 school year.
- We will see student growth and achievement on district assessments: - aReading and aMath scores   - District Testlets   - Running Records

Commitment 4

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 engaging students with grade level teams. They will model strategies to build effective engaging lessons that are designed to build proficiency. Strategies include: Creating responsive and supportive classroom environments ● Flexible seating ● Common Meeting Space ● Student Centered Materials and Organized Visuals

	Share and model strategies to build strong communities such as: ● Morning Meeting ● Community Circles ● Treatment Agreements ● Restorative Conversations ● Zen Zones Support targeted efforts to build stronger classroom communities and develop class norms across grade levels Provide support in the Data/Feedback/Strategy process with a focus on targeted small group instruction Provide professional development in small group targeted instruction Provide support and professional development in building positive home-school relationships to improve student attendance

☐ 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
Sabina Dinardo	Principal
Roy Stiles	Principal
Joe Foglia	Assistant to Principal
Karalina Zimmerman	Instructional Coach
Beth Dowd	Instructional Coach
Nancy McNitt	Teacher
Mary Zakarka	Teacher
Julia Halburian	Teacher
Emmalee Olszewski	Teacher
Elizabeth Franz	Teacher
Christine Burroughs	Teacher
Beth Carcich	Social Worker
Molly Thayer	Parent
Meghan Lord	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*		
4/12/22-4/14/22	X					
5/4/22		X	X			
5/11/22			X	X		
6/8/22				X	X	
6/22/22					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 feel it is important to continue to build strong classroom communities, with an emphasis on developing emotional regulation and social skills. Students shared how demanding the rigorous pace of the curriculum/schedule was and suggested more time to reflect, regulate, and resolve conflicts. Students also felt that this was important to persevere through difficult academic topics especially when they become frustrated with their performance on tasks.

Equity Self-Reflection

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

After examining and discussing the results from our Equity Self Reflection, our team felt strongly that fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences was an area to focus on for this coming school year. Our goal is by building positive home-school relationships, we will see an increase in student attendance and engagement, which will have an impact on student achievement in a positive way.

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.