



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Cohoes CSD	Abram-Lansing Elementary School	K-5

Collaboratively Developed By:

The Abram-Lansing SCEP Development Team

SCEP Team Members:

Jackie Skidmore, Melissa Lowden, Erin Terrizzi, Christina Kellar, Jennifer Crucetti, Cliff Bird in partnership with the staff, students, and families of Abram-Lansing 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 then 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening our ability to provide cohesive, relevant, standards driven instruction to meet the needs of all students.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The school's vision speaks to personal growth and academic achievement. Through a thoughtful curriculum, teachers will be able to plan for instruction that meets the needs of all learners. Ensuring that instruction is relevant will help to promote development of future ready creative thinkers, lifelong learners, and communicators.</p> <p>During the student interviews, students expressed a desire to be engaged and make learning fun. Students also articulated a need for more collaboration, and communication. Additionally, they suggested that teachers be aware of what students find interesting and notice when kids already know the lesson. They expressed a desire for choice and a voice in what and how they learn. The SCEP committee linked these findings to student engagement and connectedness, understanding that well planned instruction takes into account the needs of the whole child.</p> <p>Teachers expressed that the professional development with standards in the 2020-21 school year improved practice and created an environment of teacher efficacy. Furthermore, they felt that the work enabled teachers to have collaborative conversations about effective instruction and evidence of student learning. Clarity of learning intentions for students was also improved. Students knew what they were learning and why they were learning it.</p> <p>The foundation is set and the administrators and teachers are on the right path, but the teachers recognize the work that still needs to be done.</p>

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?

Commitment 1

<p>Structured grade level collaboration</p>	<p>Grade level collaboration will be scheduled for 75 minutes 2x per month after school on Tuesdays. The agenda for these collaborative meetings will be structured to include planning for the upcoming units. Teachers will</p> <ul style="list-style-type: none"> ● identify priority standards ● determine the knowledge and skills. ● create learning targets and intentional outcomes. ● gather and analyze evidence of student growth ● Determine interventions to support all learners. <p>For 15 minutes, the team will discuss a predetermined topic from the culturally responsive framework to ensure planning is responsive to the uniqueness of each individual learner.</p>	<p>Teachers will gather evidence of student growth with respect to the learner targets and intentional outcomes identified.</p> <p>Teachers will participate in student centered coaching.</p> <p>Adaptive Diagnostics performance will show student growth with respect to the identified standards.</p>	<p>Adaptive Diagnostic assessments</p> <p>Instructional Coach</p> <p>Planning for meeting agendas and protocols.</p> <p>After school curriculum writing funding for grade level collaboration</p>
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Commitment 1

<p>Data Driven Instruction</p>	<p>Teachers will receive training with instructional reports in Adaptive Diagnostic Assessment. This will require release time for the data analysis necessary to</p> <ul style="list-style-type: none"> ● identify grade level, class and student needs. ● identify student readiness ● group students ● plan for scaffolded entry points in instruction <p>Teachers will work with a data coach to unpack data during the release time after the fall and winter administrations of Adaptive Diagnostic Assessment. These sessions will be 2 hours in duration.</p>	<p>Improved scores on Adaptive Diagnostic Assessment</p>	<p>Substitutes (4 teachers/ grade level- 4 subs x 2 days)</p> <p>Adaptive Diagnostic Assessment Data Coach services (4 days)</p>
<p>PLCs will include Culturally Responsive Teaching Practices</p>	<p>Teachers will have PLC time 1x/month. During those meetings, teachers will spend 30 minutes of this time considering predetermined topics from the Culturally Responsive Framework. This will help to ensure that culturally responsive practices are embedded into lesson planning and instruction.</p> <p>BLT Team will review the CR framework and determine the bullet points that will be assigned for the PLC discussion points.</p> <p>PLCs will use a book study to set a foundation for discussion on culturally</p>	<p>When students feel connected, attendance will increase and referrals will decrease.</p> <p>A student survey can also help determine a sense of belonging and connectedness.</p>	<p>Books for book study</p> <p>Outside presenter</p>

Commitment 1

	<p>related topics. BLT team will work with teachers to determine the book.</p>		
<p>Instructional Coaching Support-Coaching Cycles</p>	<p>An instructional coach will be assigned to the school one day per week on Tuesdays. This will allow for embedded support to continue the standards work with a focus on student growth and effective practices.</p> <p>The coach will set up student centered coaching cycles to review student performance, identify needs, align instruction and evaluate growth in collaboration and partnership with teachers.</p> <p>Cycles will be designed to use student performance data as the foundation for coaching conversations and action planning. Teachers will engage in identifying problems of practice and collaborate with the coach to determine impactful practices.</p> <p>Coach will support teaching and learning in class and during structured meeting time.</p> <p>Conversations will also focus on scaffolding instruction using progressions of skills within prioritized standards.</p>	<ul style="list-style-type: none"> -formative assessments -improved scores on Diagnostic Assessment -evidence of proficiency on summative assessments 	<p>Instructional Coach</p> <p>PD on student centered coaching</p> <p>Principal support for the process and planning.</p> <p>Follow through in faculty meetings and grade level collaboration</p>

Commitment 1

<p>Establish RTI system</p>	<p>Special education teachers and Reading specialists/AIS teachers will meet with the Principal biweekly to discuss student needs based on classroom performance and diagnostics.</p> <p>Instructional Support Team meetings will start in October where teachers will present data related to interventions that have been put in place for specific students with identified needs.</p> <p>The team will articulate Tier 1 and Tier 2 definitions to the faculty/staff to develop common understanding and expectations.</p> <p>The team will create a process and protocols for these meetings to ensure that student needs are isolated, appropriate interventions considered and evidence collection planned.</p>	<p>Articulated definition of Tier 1 and Tier 2 with suggestions for interventions aligned to each tier.</p> <p>Evidence collection from progress monitoring</p>	<p>RTI Support person</p> <p>Data Coach to support IST team to review data and student needs</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	The things I’m learning in school are important to me. My teachers give me individual attention when I need it.	98% (was 95%) 92% (was 88%)
Staff Survey	The programs and resources at this school are adequate to support students’ learning.	75% (was 40%)
Family Survey	This school has high expectations for students. Attending school every day is important for my child to do well in his/her classes.	96% (was 94%) Maintain 99%

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.

Commitment 1

All teachers will have participated in at least one cycle of student centered coaching with the instructional coach. These cycles will show evidence of student growth.

Collaborative conversations at each grade level will produce explicit learning targets for students and horizontally consistent standards aligned instruction.

Consistent meetings of the specialists will provide a baseline of students requiring Tier 1 and Tier 2 interventions.

Teachers will begin to feel comfortable discussing and planning for culturally responsive learning opportunities.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to ensure that every child feels they belong and has intentional opportunities to practice and build social, emotional and cognitive skills and strategies.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The school vision promotes a belief in a positive school climate and culture and is committed to promoting caring relationships. In addition, teachers and the principal will support each student to become effective communicators and collaborators.</p> <p>The pandemic has had a profound effect on many students and families. Although the school has a visible strength in creating a culture of care, it will be even more critical to put explicit plans in place to support students as they return to the school and classroom environments. Many students were virtual learners in the past year and Covid regulations impacted in person learning environments as well.</p> <p>Students expressed that they feel a sense of belonging and that it can be improved by "helping students learn how to be kind and don't judge." This shows that there is still work to be done.</p> <p>The school plans to build on the strong culture of care by enhancing the programs that have helped to support students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Utilize Second Step with a more comprehensive approach.</p>	<p>Teachers will engage in PLCs 1x/month in which they will research Second Step materials to plan for implementation in the upcoming month.</p> <p>Social Worker and Principal will create a plan/workflow for the Second Step monthly topics/key concepts and platform use.</p> <p>Teachers will weave social emotional learning strategies and modules into the instruction using the Second Step alignment tool to identify the key concepts that can be woven into instruction.</p>	<p>Climate survey student responses.</p> <p>Increased Attendance</p>	<p>Climate survey administration</p>

Commitment 2

<p>Parent Square communication tool</p>	<p>Teachers will be expected to continue to use ParentSquare to communicate with parents in a two way loop.</p> <p>BLT team will create a plan for expected use and applications.</p>	<p>Climate survey parent responses.</p> <p>Teachers will utilize Parent Square to communicate with 95% of parents weekly.</p>	<p>Parent Square</p>
<p>Plan for peer interactions/relationships and collaboration opportunities for students</p>	<p>During the 30 mins of PLC time and/or team/grade level collaboration, teachers will collaborate and plan for building in opportunities for students to work purposefully together and problem solve.</p>	<p>Climate Survey- student responses</p> <p>Increased Attendance</p>	

Commitment 2

<p>Utilize PBIS</p>	<p>Monthly assemblies will be scheduled and will highlight the PBIS Character Trait of the Month woven in with Second Step concepts. Formats will be modified as needed based on Covid regulations.</p> <p>Two student council representatives from grades 3, 4 and 5 will identify character traits, create posters and participate in the assemblies.</p> <p>Principal and grade five teachers will organize the assemblies, rotating schedules so the same time isn't missed every month.</p> <p>PreK will be invited and included.</p> <p>Teachers will teach/reteach expected behaviors in classrooms, bathrooms, hallways, cafeteria, playground and assemblies.</p>	<p>Monitor referrals Increased Attendance Climate survey- student responses</p>	<p>Poster supplies Second Step Materials PBIS supplies</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	92% (Was 91%)
	I feel like I belong.	90% (was 82%)
	I feel safe at this school.	90% (was 88%)
	I am happy to be at this school.	91% (was 89%)
	Adults working at this school help students develop strategies to understand and control their feelings and actions.	98% (was 96%)
Staff Survey	If a student has done something well or makes improvement, staff contact his/her parents.	95% (was 90%)
	This school provides the materials, resources, and training necessary for me to support students’ social or emotional needs.	75% (was 50%)
	This school provides instructional materials (e.g., textbooks, handouts) that reflect students’ cultural background, ethnicity and identity.	80% (was 75%)
Family Survey	This school communicates how important it is to respect the practices of all cultures.	95% (was 93%)
	This school provides instructional materials (e.g., textbooks, handouts) that reflect students’ cultural background, ethnicity, and identity.	82% (was 78%)

Commitment 2

	When my child does something good at school, I usually hear about it from the school.	90% (was 75%)
	This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).	80% (was 74%)

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.
During walkthroughs, it will be evident that students are working together, collaborating and problem solving.
Students will demonstrate responsible and respectful behaviors.
Students' social emotional development will be supported and improved. All students will feel safe, supported and included.
Families will articulate an appreciation for ongoing, relevant and individualized communication.

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	We commit to strengthening our ability to provide cohesive, relevant, standards-driven instruction to meet the needs of all students.

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
Christina Kellar	classroom teacher, grade 5
Jennifer Crucetti	classroom teacher, grade 1
Jackie Skidmore	Classroom teacher, grade 2
Melissa Lowden	special education consultant teacher
Erin Terrizzi	special education consultant teacher
Cliff Bird	principal
Theresa Billington	BOCES SCEP specialist
Sharon Swain	BOCES SCEP specialist
Melissa Drummond	Instructional Coach

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
06/17/2021		X				
06/17/2021				X		
06/21/2021	X					
07/06, 07/07/2021			X	X	X	
07/21/2021					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

Student interview groups at each grade level were created by the principal. Students articulated a desire for collaboration and working together. This was incorporated into the plan as an opportunity for grade level teachers to plan together for instructional instances where there would be purposeful interaction and learning. Additionally, students voiced a need for support upon reentry in the upcoming school year. This was woven into the plan using Second Step as a resource to intentionally weave SEL support into academic instruction. Additionally, PBIS will be utilized to ensure consistent communication of expectations across the school building.

Equity Self-Reflection

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

Responses to the staff's reflections were used to devise professional development with the goal of enabling teachers to create equitable learning opportunities for all students. Staff also voiced their need for professional development and support when planning culturally responsive learning opportunities. This was supported in the plan with instructional coaching and opportunities to dive into the Culturally Responsive Framework in professional learning opportunities.

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.