



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Utica City School District	Thomas Jefferson Elementary School	K-6

Collaboratively Developed By: The Jefferson Elementary School SCEP Development Team.	
Vanessa Rejrat	Principal
Joya Spina	Facilitator
Kristy Martin	Teacher
Amy Galiulo	Teacher
Tom Joslyn	Social Worker
Tosha Elseth	Parent

*And in partnership with the staff, students, and families of Jefferson 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

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 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

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to promoting project-based learning in order to adhere to Jefferson’s adopted Blended Learning Structure (20% project-based learning, 30% use of technology, 50% regular instruction).</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>Jefferson’s vision is centered around developing responsible citizens and lifelong learners through the practicing of life skills. We aim to achieve this through the continued promotion of real-world skills such as decision-making, self-awareness, and critical thinking. As part of our long-term improvement plan, we would like our students to take charge of their own learning.</p> <p>There is a need to increase student collaboration and engagement as we approach the fourth year of the COVID-19 pandemic. Our students and parents have voiced a concern about the lack of student engagement, suggesting that students are bored, and thus, need to be stimulated: they want learning to be a more fun-filled experience. Last school year, students discussed the make-up of their day and suggested 30% of their time be spent online, 20% should be project-based learning, and 50% dedicated to regular instruction. Teachers were provided professional development on blended learning, provided resources on project-based learning, and participated in peer visits to view strategies implemented in classrooms by their peers. During recent feedback sessions, teachers asked for more targeted professional development on blended learning, and more specifically, project-based learning, to include building-wide project-based learning activities.</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?	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?
<b>Increase student engagement and collaboration</b>	Provide on-going professional development on Jefferson's adopted blending learning structure and project-based learning  "You do together" phase of release of responsibility	80% of students will respond they participate in project-based learning 20% of the time	MORIC PD Teacher Center PD
<b>Develop teacher peer visits</b>	Teachers will conduct four peer visits per semester focused on project-based learning. They will implement at least two strategies they have learned.	Instructional Walks	Data Days
<b>Involve parents in student data chats</b>	Teachers will share individual student data chat forms and goal-setting documents with parents quarterly.	Wonders and Eureka assessments by unit  i-Ready Standards Mastery in grades 2-6 and Depth of Knowledge data in grades K-1	Monthly Data Meetings

Commitment 1

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	We use student learning targets/goals (“I can”) in our classes.	85% agree or strongly agree
<b>Staff Survey</b>	As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	90% agree or strongly agree
<b>Family Survey</b>	My child(ren) talks about the student learning targets/goals (“I can...”) given to them by their teachers.	85% agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<b>Rally</b> <u>ELA-36% on or above level</u> <u>Math-36% on or above level</u> <b>Standards Mastery</b> <u>ELA- 36% on or above level</u> <u>Math-36% on or above level</u>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to embracing cultural responsiveness and inclusivity.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our equity survey results continue to indicate that there is a need to promote an environment of cultural responsiveness and inclusivity at a deeper level. We encourage a welcoming environment that embraces cultural diversity. This aligns with our school's vision, that encourages students to become kind, caring, compassionate, and productive members of society. We continue to assess our school climate using a variety of measures, such as surveys, interviews, focus groups, and other informal gatherings, to collect diverse stakeholder feedback on cultural responsiveness.</p> <p>The leadership team utilized the concepts contained within the book, <i>Culturally Responsive Teaching &amp; The Brain</i>, by Zaretta Hammond, to support the awareness and learning partnership phases of the Ready for Rigor Framework. We have provided professional development on what culturally responsive teaching is: being a "warm demander," being reflective, and following the asset-based feedback protocol. We plan to implement the information processing and learning environment phases in order to continue promoting an environment of cultural responsiveness and inclusivity.</p> <p>Students, staff and parents desire a stronger connection to the school. Parents voice a need for increased communication from staff. When asked what we could do to improve school programs, the students surveyed responded they would like more engaging activities and opportunities for student collaboration. We have successfully increased clubs, activities, and events available to students.</p> <p>By deepening a connection to the school, we also anticipate a decrease in chronic absenteeism. Students who feel a deep connection to their school environment typically have a stronger desire to attend school regularly.</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?	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?
<b>Promote a student-centered approach to learning</b>	On-going professional learning on cultural responsiveness	Equity Survey	MORIC PD
<b>Incorporate school-wide team-building activities</b>	School-wide project-based learning activities	Instructional Walks	Project-based learning materials
<b>Social emotional learning will be incorporated into school clubs, activities and classrooms.</b>	Susan Kovalik's Life-long Guidelines and Life Skills Program/Student of the Month  Inclusion of team building activities into school clubs, activities and classrooms	Attendance data  SchoolTool behavioral data	Club Advisors

## Commitment 2

### 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)
<b>Student Survey</b>	My teacher makes learning fun.	85% agree or strongly agree
<b>Staff Survey</b>	Our school has sufficient clubs, activities and events to help students become engaged and connected to school.	85% agree or strongly agree
<b>Family Survey</b>	Our school has clubs, activities and events to help students engage and connect to school.	85% agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<b>Rally</b> <u>ELA-36% on or above level</u> <u>Math-36% on or above level</u> <b>Standards Mastery</b> <u>ELA- 36% on or above level</u> <u>Math-36% on or above level</u>



## Evidence-Based Intervention

### 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	Ensuring all stakeholders have input in the decision-making process (planning, monitoring and assessment) of each commitment.

Evidence-Based Intervention

**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:

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

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.

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

## Our Team's Process

### 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
Vanessa Rejrat	Principal
Joya Spina	Facilitator
Kristy Martin	Teacher
Amy Galiulo	Teacher
Tom Joslyn	Social Worker
Tosha Elseth	Parent

## Our Team's Process

### Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (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
6/21/21			X	X		
9/21/21			X	X		
10/26/21			X	X		
11/16/21			X	X		
12/3/21			X	X		
1/28/22			X	X		
2/28/22	X		X	X		
3/23/22			X	X		
4/28/22			X	X		
5/19/22	X	X	X	X	X	X

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### Describe how the Student Interview process informed the team's plan

When interviewed, students voiced they wished classroom activities were more "fun" and engaging. They desired more opportunities to work with other students. They enjoyed the use of games, and in particular, online Jeopardy games were thought to be helpful when reviewing concepts. They also enjoyed other resources such as Gimkit, Kahoot, and Blooket. Students appreciated the fact that Sora and Tumblebooks permitted them to read along with the app. They also noted the tremendous selection of titles and genres available on these platforms. Students also found [Time for Kids](#) magazine to be particularly interesting and praised its diverse range of topics. With reference to keyboarding, students found the competitive aspects of [Typing.com](#) and [Nitrotype.com](#) to be motivating and fun. They believed writing on desks as a means of practicing their math skills or spelling and vocabulary, was helpful. The Around the World Multiplication Challenge also received high student praise and was thought to be helpful and fun.

Students were comforted by think/pair/share methods to share ideas as it was less intimidating to ask friends or peers questions. Students found value in reading trade books during class with interactive google slides. They thought spelling pretests helped their knowledge and development. Students felt they learned more effectively with videos to provide visual tutorials or examples on various concepts or skills being taught. They felt trade books were more engaging than Wonders. They also requested more Pear Deck activities. Students expressed the value in seeing their progress level. This was especially true with Readtheory-students. They found the collaborative aspect of Google docs to be helpful when writing extended responses, as it helped with revising and editing. While many students felt Zearn was helpful, it did receive notable criticism as well. Prodigy, however, was generally viewed positively. CoolMath, Blooket, and Flocabulary also received high praise. The use of student document cameras was thought to facilitate greater learning.

### Equity Self-Reflection

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

Jefferson has always been recognized as a school that provides students with a safe and welcoming environment. Students are comfortable asking questions and participating in classroom discussions. Teachers facilitate 21<sup>st</sup> century skills using Webb's Depth of Knowledge and the release of responsibility strategy to promote engagement, collaboration, and independent thinking. In addition to more traditional academic programs, we have integrated social-emotional programs such as "Go-To", Mentoring, Lifelong Guidelines and Life Skills, Mindfulness, and Alternative to Suspension Programs. We regularly assess our climate through student, staff and parent surveys, and we hold monthly Faculty Advisory and Climate Committee meetings, as needed. After having completed the Equity Self-Reflection, we were able to better reflect on our areas of strength and weakness. We discovered that although we deliver rigorous instruction in a welcoming environment, we hope to improve our practices that encourage cultural identity and promote student values. We plan to implement the information processing and learning environment phases of the Ready for Rigor Framework in order to continue promoting an environment of cultural responsiveness and inclusivity at a deeper level.

## 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.