



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
William Floyd	William Floyd Learning Center	K-5

Collaboratively Developed By:

The William Floyd Learning Center SCEP Development Team

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And in partnership with the staff, students, and families of the William Floyd Learning Center.

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>To strengthen our students' ability to generate a quality constructed response in ELA and Math in grades 4-5.</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"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<ul style="list-style-type: none"> • During the teacher survey, staff shared that they felt students had difficulty generating quality constructed responses during the NYS ELA and Math Assessments. They noticed an increase in student frustration when they needed to write a constructed response. • During the student survey, students expressed that writing was their least favorite activity in school. They also expressed that they had the least amount of confidence in their ability to write and lacked stamina in writing.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NYS Test Data – constructed response scores.	The total number of constructed responses scored a 0 on the 2022 ELA & Math Assessment will increase at least by 5% on the 2023 NYS ELA and Math Assessment.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I feel confident in my ability to generate a quality constructed response in both ELA and Math.	60% to 70% of students agree/strongly agree	
Staff Survey	I feel confident in my ability to teach students how to generate a quality constructed response based on the NYS ELA/Math CR rubric.	At least 75% staff agree/strongly agree	
Family Survey	I feel confident that my child is prepared to generate a quality constructed response on the NYS ELA and Math assessment.	60% to 70% of families agree/strongly agree	

Commitment 1

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Teacher created constructed response mid-year assessment.	The total number of constructed responses scored a 0 on the teacher created baseline assessment (ELA & Math) will increase by 3% on the mid-year teacher created benchmark.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	MyView CR, Envisions CR & teacher created CR questions	50% of our students will be able to generate a constructed response in complete sentences, regardless of score.	
Adult/Schoolwide Behaviors and Practices	Analyze and review CR data at the end of every MyView and Envisions unit. Adapt instruction based on student needs.	Itemized student needs based on the data.	
Student Behaviors and Practices	Behavioral data	A 1% decrease in behavioral incidents during writing from Sept. 2023 to the end of Oct. 2023 compared to the same time frame in 2022.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Have students use rubrics during CR writing.	<ul style="list-style-type: none"> Teachers will create student friendly CR rubrics that align with NYS Assessment CR rubrics. 	<ul style="list-style-type: none"> Send teachers in grades 3-5 to get trained in scoring the NYS ELA and Math test (BOCES).

Commitment 1

	<ul style="list-style-type: none"> • Students will use student friendly rubrics when answering CR questions to assess their own responses. • Teachers will use NYS CR rubrics to score students CR response. 	<ul style="list-style-type: none"> • \$10,000 - planning time outside of contractual school hours for teachers to create student friendly rubrics, teacher made assessments/benchmarks & analyze CR data.
Create writing centers in K-5 classrooms.	<ul style="list-style-type: none"> • Teachers in grades K-5 will designate specific locations in their rooms as writing centers. These centers will include writing resources and dividers (to limit distractions during writing). 	<ul style="list-style-type: none"> • 24 - Mooreco Portable Partition Dividers, Markerboard Anodized Aluminum, 4 X 5 Feet, White/black from School Specialty - \$19,726.80 • Dividers can also be used during NYS ELA and Math Assessments to optimize testing conditions and eliminate distractions as well.
SAVVAS SuccessMaker	<ul style="list-style-type: none"> • Teachers in grades K-5 will utilize SuccessMaker in ELA and Math for 20 to 30 minutes a day. 	<ul style="list-style-type: none"> • \$4,000 SuccessMaker subscription for grades K-5

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Creating an environment that addresses social -emotional needs of students by strengthening student to student relationships.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • The William Floyd Learning Center is an alternative elementary school program that serves approximately 70 elementary-aged students K-5 in need of a more intensive building-wide management system and a smaller student-to-teacher ratio. The WFLC is committed to developing young scholars with active and creative minds to become compassionate and caring life-long learners. Through positive behavioral supports and rigorous classroom instruction we will stress the total development of each scholar: socially, emotionally and academically. • Over the last few years there has been a steady increase in the population of LC students diagnosed with ASD. This has led to an increase in student to student conflict. • During the student interviews/survey many of the 4th & 5th graders talked about the game room we had when the Learning Center first opened up in 2017 and how much they enjoyed it during earning time. Many students said it was the biggest motivator for them. Over the last few years we have not been able to update the game room due to a lack of PTO funds. During the student interviews it was clear that they would like a new updated student lounge/game room that can be used during indoor recess & earning time to hang out with their peers. • During the student and family surveys it was clear that both students and families would like more field trips/community outings and assemblies during the school year.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Behavioral incident reports</p>	<p>A 5% decrease in the total number of behavioral incident reports dealing with student-to-student conflict from the 2022-2023 school year from 747 to 710.</p>	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>

Commitment 2

Student Survey	I have strong relationships with other students in my class/school.	70% to 80% of students agree/strongly agree	
Staff Survey	Our school promotes a socially responsive environment for students.	80% to 90% of staff agree/strongly agree	
Family Survey	My child enjoys coming to school.	70% to 80% of families agree/strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Behavioral incident reports	A 3% decrease in the number of behavioral incident reports dealing with student-to-student conflict over the first half of the year compared to the first half of the 2022-2023 school year from 373 to 362.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Behavioral incident reports	A 1% decrease in the number of behavioral incident reports dealing with student-to-student conflict over the first ten weeks compared to the first 10 weeks of the 2022-2023 school year.	
Adult/Schoolwide Behaviors and Practices	Analyze and review behavioral data at the end of every week. Adapt interventions based on student data	Identify a pattern of when and where student to student conflict is most prevalent based on incident reports.	
Student Behaviors and Practices	Daily behavioral reflections during Class Dojo breaks.	A 2% increase in students' ability to deescalate student to student conflict with limited adult support from Sept. 2023 to the end of October 2023.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student Lounge/Game Room	<p>Students will have access to the student lounge/game room during recess and earning time. Game room will be available to all students during recess, but only available during earning time to those students that have enough daily Dojo points.</p> <p>Staff will document how many students earned enough points for the game room on a daily basis.</p> <p>Staff will be available during recess and earning time to facilitate appropriate play. Students will have access to board games, card games and Nintendo Switches (cooperative, multiplayer games).</p>	<p>\$1,000 for board games and card games – Target</p> <p>\$6,000 for gaming equipment – Best Buy</p> <p>4 x Nintendo Switch 12 x Joy-cons 12 x Joy-con grips 6 x charging docks 4 x Mario Kart Deluxe 4 x Super Smash Brothers 4 x Switch Sports 4 x Super Mario Strikers 4 x Splatoon 3 4 x Dell - S2721HGF 27" Gaming - LED Curved FHD FreeSync and G-SYNC Compatible Monitor (DisplayPort, HDMI) – Black</p> <p>\$15,000 for furniture – School Outfitter</p> <p>2 x Shapes Series II Vinyl Soft Seating Set - Petal Flower w/ Whiteboard Hex (18" H)</p> <p>Shapes Series Curved Media Table Half Circle w/ Café Table & Seating (42" H)</p> <p>4 x Four-Sided LED Gaming Computer Desk</p> <p>2 x \$1,000 stipends for staff to maintain and organize the game room inventory during non-contractual hours</p>
Increase the amount of field trips, community outings and assemblies	Monthly K-2 and 3-5 field trips, community outings or assemblies based on student & staff feedback from Fall 2023 survey that will be given out in early September.	<p>\$30,000 for field trips/community outings/assemblies</p> <p>\$10,000 for transportation to field trips.</p> <p>\$30,000 for parents to attend field trips.</p>

Commitment 2

		\$30,000 for materials/resources/curriculum/projects that align with field trips to build home school connection.
RULER (SEL Curriculum)	<p>School psychologists, AP and Principal will be trained in the RULER method. They will turnkey information to staff.</p> <p>RULER method will be the school wide SEL curriculum for the 2023-2024 school year.</p>	\$7,000 Staff training and subscription to RULER

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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	RULER – a CASEL SElect program
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Creating an environment that addresses social -emotional needs of students by strengthening student to student relationships.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	As a school community, we have been using different SEL models across grade levels. We feel it would be best to pick one model and implement it throughout the school. We had one teacher trial the RULER program last year (based on her previous knowledge of it) and we feel her students made the most internal growth in the school.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence/training/ruler/ https://www.rulerapproach.org/about/what-is-the-evidence/ http://www.rulerapproach.org/wp-content/uploads/2019/04/pub328_Hagelskamp_etal_InPress.pdf

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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Gary S. Bretton, Jr.	Principal
Lisa Tanturri	Assistant Principal
Camelle Person	Former Assistant Principal
Kathleen Colucci	Teacher
Kristie Guerriero	Teacher
Laurieann Kitz	Teacher
Gabriella Montanaro	Teacher
Colleen Tsunis	Teacher
Taylor Gonzalez	Teacher
Jessica Davis	Teacher
Zachary Fisher	Teacher
Skandal Delince	School Psychologist
Dr. Richard Kimmerling	School Psychologist
Kelly Lotterhos	Parent
Cara DiBernardo	Parent

Our Team's Process

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/18/23	x						
5/25/23		x					
6/1/23		x					
6/8/23			x				
6/15/23				x			
6/20/23					x		
7/1/23						x	
7/10/23							x
7/11/23							x

Learning As A Team

Directions

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

Student Interviews

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

We interviewed our exiting 5th graders, most of which have been with us since kindergarten. When we first opened, we had an enrollment of 23 and were only K-2. We felt it was extremely important to hear from our students that have been with us from the beginning. We wanted to know what they valued during their time here, what worked for them and what didn't work for them. During the interview, all of the students talked about the game room we had when we first opened up. They expressed how disappointed they were when we lost our game room space as we expanded (turned that space into classrooms). Although we were able to keep some of the gaming systems on hand and use them from time to time, there is currently no actual gaming space on a regular basis. The students also mentioned that the gaming systems we have are out dated and they would prefer Nintendo Switches so they can play 4 player cooperative games. During the student interview it was evident that the students wanted a designated space that they could hang out with their peers. Our 5th graders said that they feel an up-to-date game room would help motivate the younger students. The second most motivating activity that was mentioned by our 5th graders where the field trips we used to take as a school community when we first opened up. They said they loved going on these field trips as a school community and that they missed going on them after COVID. As a school community, we feel that the funds from the state will give us a great opportunity to take our entire school on some pretty incredible field trips.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** 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 July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.