



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Kingston	Harry L. Edson	K - 4

### Collaboratively Developed By:

Delete the red text upon completion.

**The Harry L. Edson Elementary School SCEP Development Team**

**Harry L. Edson Elementary School SCEP Team Members:**

Kathleen Lowell, Building Principal

Jasmine Barrow, Kindergarten Dual Language Teacher

Paula Bugbee, School Social Worker

Meghan Brandt, Teaching Assistant

Stephany Carpenter, Special Education teacher, Kindergarten

Jessica Gardner, Grade 1 teacher and parent

Syndie Haaland, AIS Reading Teacher

Kayla Kessler, Special Education Gr ¾ Self-Contained Teacher

Samantha Lee, ENL Teacher

Prudence Richmond, Speech Teacher

Elizabeth Stegmayer, School Librarian

Avery VanBuren, Grade 1 Dual Language Teacher

Ninette Warner, Community Member, Cornell Cooperative Extension

Meghan Williams, Kindergarten Teacher

Jake Carrano, Parent

***And in partnership with the staff, students, and families of Harry L. Edson Elementary School***

## COMMITMENT I

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	<b>Support students' social and emotional health.</b>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<ul style="list-style-type: none"> <li>• We strive for Edson to foster a welcoming, affirming environment for all.</li> <li>• Staff is focused on student social-emotional well-being.</li> <li>• Students need support with developing self-regulation and social skills.</li> <li>• Students need support with problem-solving skills.</li> <li>• Students need support with creating and sustaining supportive connections.</li> </ul>

### Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
"Getting to know you" activities will be used in all classrooms.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This strategy supports the creation of student-centered learning environments that affirm student identities and fosters a sense of belonging.
Staff is focused on student social-emotional well-being.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This strategy ensures that every student has opportunities to practice and build social, emotional, and cognitive skills that allow all students to feel safe, respected, and supported.
Students need support with developing self-regulation skills.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This strategy ensures that students learn and practice appropriate responses in school settings and in their interactions with others.
Students need support with problem-solving skills.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students need to learn and practice skills for handling challenges they encounter in instructional and social situations.
Students need support with social skill development.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students need support with engaging positively with others through creating and sustaining supportive connections.

Commitment 1

Implementation

<b>KEY STRATEGY 1</b>	"Getting to know you" activities will be used in all classrooms.	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Resources from L. Kleinrock's book "Start Here, Start Now" and P. Allen/E. Morrell's Every Child a Super Reader for the beginning of the year "getting to know you" activities.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Classroom and library read aloud list for welcoming students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Practices will be shared around language use and practices that are inclusive of all student identities (awareness of gendering, awareness of family structures).		
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

<b>KEY STRATEGY 2</b>	Staff is focused on student social-emotional well-being.	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Staff members will get to know their students and recognize through observation and interactions when students are not at their baseline.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Check-in and check-out systems will be set up through PPS team.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Scheduled breaks will be set up for students as needed.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Crisis team members will support a student who is demonstrating an inability in the moment to self-regulate when the behavior is unsafe to self or others or is disruptive to the learning of others and the teacher has been unable to redirect the behavior with reasonable attempts.		
Teachers will refer students to MTSS when a student is consistently demonstrating challenges with self-regulation or appropriate social interactions.		
PPS team will lead staff in awareness of inclusive identity practices and provide resources that support staff.		
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Checklists for gathering information about students.		
Resources shared by Dr. Kathy Sellitti, GLSN resources.		

<b>KEY STRATEGY 3</b>	Students need support with developing self-regulation skills.	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
A Little Spot of Feelings and A Little Spot of Emotions resources will be used. School social worker and school psychologist will support classroom implementation. Zones of Regulation resources will be used as needed for additional supports. BLT will include mini lessons during faculty meetings.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

The PBIS matrix, zones and characteristics will be shared through announcements and assemblies, lessons will be carried out in classrooms and other zones, and Cougar Paws will be awarded as students demonstrate meeting and exceeding expectations.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Restorative circles and practices will be implemented in classrooms. Educators will engage students in restorative dialogue and practices following challenging situations/interactions.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Purchase A Little Spot books sets and resources for distribution.	
Restorative resources and PLC opportunities will be shared with staff by PPS team and by teacher-to-teacher sharing.	

<b>KEY STRATEGY 4</b>	Students need support with problem-solving skills.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 4? What steps are involved?	
Classroom teachers will share problem-solving strategies for situations that commonly arise or may arise in academic and social interaction situations. Teachers will engage students in practice through role playing and discussion, and in reflection following challenging situations.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Students will be acknowledged for the use of problem-solving strategies through Cougar Paws displayed on the Problem-solving bulletin board.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Teachers will receive a set of problem-solving scenario cards. Teachers and students can contribute additional problem-solving scenarios.	

<b>KEY STRATEGY 5</b>	Students need support with creating and sustaining supportive connections.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 4? What steps are involved?	
Teachers will use mentor texts/resources to anchor discussions, activities, and practice regarding engaging positively with peers and school adults.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The school social worker will support teachers (as requested) and students who need additional support.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implementation of a student ambassador program.	
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Teacher liaisons for student ambassador program.	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Commitment 1

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
	Cougar Paw distribution	Staff are awarding Cougar Paws when students demonstrate PBIS-related	
	Behavior data (classroom data, referrals to office, suspension data)	Teacher anecdotal data about students meeting classroom norms and rules and school PBIS expectations. Minimal administrative behavior referrals and no student suspensions.	
	Surveys		

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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> )
<b>Mid-Year Benchmark(s)</b>	Cougar Paws, behavior data, and surveys	Every student has received at least one Cougar Paw related to their demonstration of appropriate interactions and problem-solving skills. Students do not have repetitive behavior referrals. Surveys indicate that students are receiving instruction and support with SEL.	
<b>End-of-the Year Targets</b>	Cougar Paws, behavior data, and surveys	Every student has received at least two Cougar Paws related to their demonstration of appropriate interactions and problem-solving skills. Students do not have repetitive behavior referrals. Surveys indicate that students are receiving instruction and support with SEL.	

**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	<p>I like school.</p> <p>Edson school makes me feel welcomed.</p> <p>I have positive interactions with other students at school.</p> <p>I have problem-solving skills to use when I face challenges when I am doing schoolwork.</p> <p>I have problem-solving skills to use when I face challenges with other students.</p>		90% agree or strongly agree	
<b>Staff Survey</b>	<p>Students express positive attitudes about school.</p> <p>Students indicate that they feel welcomed and affirmed at school.</p> <p>Students demonstrate positive interactions with other students at school.</p> <p>Students demonstrate problem-solving skills when faced with challenges when doing academic tasks.</p> <p>Students demonstrate problem-solving skills when challenges arise in their interactions with other students.</p>		90% agree or strongly agree	
<b>Family Survey</b>	<p>My student expresses positive attitudes about school.</p> <p>My student indicates that they feel welcomed and affirmed at school.</p> <p>My student expresses that they have positive interactions with other students at school.</p>		90% agree or strongly agree	

Commitment 1

	<p>My student demonstrates problem-solving skills when faced with challenges when doing academic tasks.</p> <p>My student demonstrates problem-solving skills when challenges arise in their interactions with other students.</p>			
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## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	<b>Support student academic growth.</b>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• An engaging environment will create responsible citizens and lifelong learners.</li> <li>• Teachers need the opportunity to continue to work toward mastery of curriculum initiatives, including the science of reading.</li> </ul>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<b>KEY STRATEGY</b>	<b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
An engaging environment will create responsible citizens and lifelong learners.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> <b>REFINE</b>	Engaging learning environments increase student motivation.
Teachers need the opportunity to continue to work toward mastery of curriculum initiatives, including the science of reading.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> <b>REFINE</b>	Teachers indicate that there have been many changes to curricular resources and as a result need time and support to continue to work toward mastery.



## Implementation

<b>KEY STRATEGY 1</b>	An engaging environment will create responsible citizens and lifelong learners.	
<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Instructional resources and activities reflect and respect the diverse cultural backgrounds of all students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Focus on increased rigor through higher-level questioning and inquiry-based learning.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Use of engaging strategies such as collaborative structures and technology applications.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Embed goal setting, formative practices, and reflective practices into instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Review of and information gathered during beginning of year “Get to know you” activities to connect instruction to student interests, identities, and cultures.		
Sharing of instructional resources and strategies for questioning strategies, inquiry-based learning, and collaborative structures.		
Through scheduling, provide teachers time for goal setting, data review, resource sharing, and reflection.		

<b>KEY STRATEGY 2</b>	Teachers need the opportunity to continue to work toward mastery of curriculum initiatives, including the science of reading.	
<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
In addition to district grade level meetings, teachers will have time through building scheduling to meet to plan and, share, and reflect on initiative implementation.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Time during faculty meetings will be allotted to discuss progress and to collaborate around solutions to challenges.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Time built into master schedule and time planned during faculty meetings.		

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify*

*Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
	Getting to know you student work samples	Teachers display student work samples and use the information collected to select resources and to plan activities that are affirming and that connect learning to students and their experiences.	
	Multiple data points regarding academic progress	Teachers will use diagnostic and formative data points to monitor student progress and provide the appropriate level of support (Tier 1 and Tier 2, as needed). For students <u>not</u> meeting expected targets with Tier 2 supports in place for 6 weeks, teachers will refer to MTSS.	
	Teacher surveys	Teachers indicate increased confidence in the implementation of curricula.	

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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> )
<b>Mid-Year Benchmark(s)</b>	Diagnostic and formative data	Students meeting or working toward their expected learning targets	
<b>End-of-the Year Targets</b>	Diagnostic and formative data	Students meeting or exceeding their expected learning targets	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	My teachers make learning interesting. My teachers use books and other resources that have people like me/that I identify with. In the classroom, I engage with other students to learn.		90% agree or strongly agree	
<b>Staff Survey</b>	Students demonstrate interest in learning. Students identify with/ make personal connections with the books and resources used in instruction. How frequently do you include practices of <ul style="list-style-type: none"> <li>• higher-level questioning</li> <li>• cooperative structures</li> <li>• inquiry-based learning?</li> </ul> (Daily, several times a week, weekly, occasionally, not much/not at all). If less than weekly, why? (I need more support/training/resources; time constraints, other _____)		90% agree or strongly agree; At least weekly for each practice listed.	
<b>Family Survey</b>	My student demonstrates interest in learning. My student identifies with/ makes personal connections with the books and resources used in instruction. My student talks about working together with other students on learning tasks/projects (group work, instructional		90% agree or strongly agree	

Commitment 2

	games, paired or team projects.)			
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## Next Steps