



School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Kingston CSD	Chambers	K-4

Collaboratively Developed By:

The **Chambers School** SCEP Development Team

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Leyla Cadabal

Amy Korol

Hillary Gilliland

Jill Correa

Valerie Percy

Christine Dolan

Kourtney Fall

Lauren Becker

Jacqueline Nelson

Kelsey Miraldi

Erin McDermott

Cori Zupko-Williams

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Bonnie VanKleeck

Sarah Gruber

Nicole Voerg

Alexa Markiewicz

Cheryl Benjamin

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	
<p>Why are we making this Commitment?</p> <p><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> 	<p>Type notes on how we might change the commitment here:</p> <p>We commit to facilitating a learning environment that incorporates materials and practices based on the Science of Reading principles and that allows our students to grow as independent readers, think critically, make meaning of new concepts in multiple ways, and apply reading to meaningful, real-world situations.</p>

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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: 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>
<p>Community Engagement Team: Make and Take Night</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>Make and take night was a successful evening that brought many families into the building for an engaging event!</p> <p>In 2024025 we will expand my incorporating more community resources for families during our Make and Take Night. These will include both community resources and resources for</p>

Commitment 1

		families that incorporate SOR principles transferrable to the home reading environment.
Phonics Team: Heggerty Implementation in K-2	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The implementation of the Heggerty program for phonemic awareness in K-2.
Wellness Team: The creation of the schoolwide “Chambers Bee-utiful Trail”	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The creation of a Chambers Bee-utiful Trail creates student led experience that is rich in language and real-world sensory experiences.
CRE Team: Featured Book of the Month, using the Welcoming Library as a Guide	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>The Book of the Month is an expansion of the current “Book Fairy” program that aims at bringing culturally relevant books into all classrooms within our school community. The expansion of this effort will allow for continued efforts of the Book Fairy, but will make it more cost effective by pairing with free online resources as well as aligning it to our Welcoming Library.</p> <p>Identifying and embracing students’ cultural capital through the use of picture books as a tool to open conversations regarding community members’ lived experiences.</p>

Implementation

KEY STRATEGY 1	Community Engagement Team
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
1.1 - Incorporate SOR specific activities and education for families during our first Make and Take Night of the school year (during the 1 st semester).	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
1.2 - Incorporate QR codes for parents with resources (ex. Letter/sound video) to download and use at home. These will be distributed at Back to School Night, as well as digitally in the Weekly Update and via text message.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
1.3 - Create a resource document for parents with different community outreach programs that are available to them.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
1.4 In order to increase effective communication of learning tools, the school leader will create an access plan for parents to access Teams. The goal would be for all parents to have Teams access by October 1.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
If available, funds from the Title I Community Outreach grant will be used to purchase materials and supplies for the Make and Take Night.	
Teams Access Plan – School Leader	

Commitment 1

KEY STRATEGY 2		Phonics Team
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
2.1 - K-2 Classroom teachers will implement Heggerty Phonemic Awareness.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2.2 - K-2 Classroom teachers will collaborate with reading and ENL teachers at the start of the school year to collaborate on a plan for implementation that allows this whole class program to still be differentiated for each group.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2.3 - Classroom teachers in Grade 4 will access Funhub materials online to continue the integration of phonics into their reading programs.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Funhub access for fourth grade teachers		
Heggerty work group developed as an in-service course at our school		

KEY STRATEGY 3		Wellness Team
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
3.1 - The Wellness Team will identify 17 locations on the Chambers School property to become our Beautiful Nature Trail. Each location will have a class/group designed Trail Marker sign.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3.2 - The Wellness Committee will create a Trail Marker template for classes to use and a list of suggested ideas.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3.3 - Quarterly the Wellness Team will highlight the nature trail to encourage continued use throughout the school year.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Trail Markers		
Classroom time for teacher-student collaboration and creation of trail location activity		
Collaboration time with Cornell Cooperative Extension		
Map creation of trail		

KEY STRATEGY 4		CRE Team
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
4.1 - Featured Book of the Month, using Welcoming Library as a guide.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4.2 - The CRE Team will work together to create CRE guides with ideas and extension activities that can accompany each book.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Book lists – created by the CRE Team and the Librarian, using the Welcoming Library as a guide

Monthly Links to Book of the Month

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? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1.2	Parent response via Teams messaging	By October 1, 2024, we hope to see 90% of our families responding via Teams message.	
1.4	A clear plan in place at the start of the school year.	By September 4, families will have a clear idea of how to access Teams to engage with their child’s teacher and educational goals.	
2.1	Teachers will be implementing the Heggerty program	By September 4, all teachers will have materials and begin implementing the Heggerty program in classrooms.	
2.2	ENL and Reading teachers will work with Classroom Teachers to developing an implementation program	By October 17 th , teachers will have collaborated on an implementation plan for Heggerty that allows for more differentiation while still instructing in a large group.	
3.1	The selection of a spot on the nature trail for each interested group.	By September 13 th , each interested group at Chambers, either a classroom or a other staff-led group, will choose their spot on the trail that they would like to develop.	

Commitment 1

3.2	The creation of a Trail Marker template	By September 6 th , the Wellness Team will create a template for classes/groups to use to create their trail markers.	
4.1	Book list for the FBOM	By September 4, we will have at least the first 4 months of books in place	
4.2	Guide of extension ideas and activities for each FBOM	By the beginning of each month, the CRE team will create a shared document that contains extension ideas and activities for each FBOM.	

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>
Mid-Year Benchmark(s)	Heggerty Benchmarks	A 50% improvement in student performance between September and January.	
End-of-the Year Targets	Heggerty Benchmarks	A 75% improvement in student performance between February and June	

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 <i>(e.g., % agree or strongly agree)</i>	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	When I come to a word I don't know, I can use a strategy to help me figure it out.	72% agree or strongly agree	100% agree or strongly agree	
Staff Survey	I feel knowledgeable and prepared when it comes to phonics instruction.	n/a	100% agree or strongly agree	
Family Survey	I have skills and strategies to help my child become a better reader.	n/a	100% agree or strongly agree	

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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> 	<p>In order to create a more inclusive environment, we commit to creating learning communities where ALL school community members directly assess and reflect upon their identities and implicit biases.</p>

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.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: 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></p>
<p>Community Engagement Team: The BLT’s Community Engagement Team will connect with outside agencies and community members to set up learning opportunities for students during Friday Morning Meeting times.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>This will allow for exposure of culturally relevant community engagement within the school day giving students the opportunity to learn what is available to them in this world. (Doctor, Lawyer, landscaping, construction, clerk)</p>
<p>Phonics Team: Our materials will be representative of all cultures.</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The phonics team will review any decodable books purchased or already acquired to ensure that the books reflect our student population.</p>

Commitment 2

<p>Wellness Team: The Wellness Team will organize a culturally diverse celebration quarterly.</p>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The Wellness Team will help to organize one culturally diverse celebration each quarter. These will integrate movement, music, foods, and individual goals.</p>
<p>CRE Team: BLT CRE committee will continue to share information and strategies quarterly at faculty meetings.</p>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>During the October, January, March, and May meetings, the CRE Team will present on CRE topics during Monthly Faculty meetings.</p>

Implementation

KEY STRATEGY 1	Community Engagement Team	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		
1.1 - Create a list of potential community members/agencies/ student parents (themed by each month) to begin planning for them to come.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	When will this be in place?
1.2 - Create a themed outline for presenters describing what we are looking for when they present.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Collaboration time during Friday morning meetings (1 st Friday of each month)		

KEY STRATEGY 2	Phonics Team	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		
2.1 - We will research and review decodable texts as we purchase them with our building's textbook funds to ensure they reflect our student population.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
New books, BLT time to review and research (first Friday of each month), textbook funds		

Commitment 2

KEY STRATEGY 3		Wellness Team
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
3.1 - Quarter 1- Month of Movement (yoga, walking, highlight local organizations that support health)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
3.2 - Quarter 2- Celebrations of Cultures through foods (food and vegetable program)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
3.3 - Quarter 3- Month of Music: (African Drumming Assembly, Irish Dancing & Latin Band Assembly)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
3.4 - Quarter 4- How it's Made-our favorite activities (sport/outdoor play equipment/game) OR (origami, dreamcatchers, woven baskets, weaving)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Planning time with school nurse to identify foods that can be celebrated		
Outreach to community physical fitness instructors for a school wide workout		
Food to celebrate with and learn about		
Music groups and money to pay groups		
COOP Concept fruit and vegetable grant – if awarded, we will partner with the COOP to help integrate this into the Q2 celebration		

KEY STRATEGY 4		CRE Team
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
4.1 - CRE committee will preview 2-3 books of the month (Commitment 1) by providing summary and guides at faculty meetings. Potential discussions will be highlighted.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4.2 - CRE team will use Friday morning meeting planning time to prep for faculty meetings	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
faculty meetings (quarterly) , Friday morning meetings (once a month – prior to faculty meeting)		

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 2

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>)
2.1	List of members/agencies/families that we can enlist of participate in our Friday morning meetings	We hope to see that the list is reflective of different cultural groups and life pathways.	
2.2	A themed outline for presenters to help them plan their presentation with school goals in mind.	Students expressed wanting to learn more about careers and this is a great way to meet that need. We hope to see that that need is being met.	
4.1, 4.2	CRE Committee will use planning time to prepare materials for teachers to use around the FBsOM.	We want to be able to create a resource for teachers to use alongside the books so that the discussions can be deepened.	

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>)
Mid-Year Benchmark(s)	Mid year student and family survey	That students feel they understand more about the community around them.	
End-of-the Year Targets	End of year survey	An increase in students feeling like they understand more about the community around them.	

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 (<i>e.g., % agree or strongly agree</i>)	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	All members of the Chambers School Community are important. I matter here.	n/a	100% agree or strongly agree	
Staff Survey	All members of the Chambers School Community are important. I matter here.	n/a	100% agree or strongly agree	
Family Survey	All members of the Chambers School Community are important. I matter here.	n/a	100% agree or strongly agree	

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 "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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/5	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16
Leah Woerner	Grade 1 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Heather Watzka	Grade K teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Jessica Benjamin	Grade 1 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Laura Feeney	Grade K teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3,

Our Team's Process

								5/9, 6/11
Jennifer Georges	Grade 1 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Amanda Green	Librarian		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Kellie VanLoan-Buono	Reading Specialist		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Heidi Malenski	Social Worker		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Megan Fuoco	Self contained teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Christina Vermilyea	Grade K teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Melissa Potter	School Psychologist		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Leyla Cadabal	ENL teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Amy Korol	Reading Specialist		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Hillary Gilliland	Grade 1 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Jill Correa	Grade 3 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Valerie Percy	Speech Pathologist		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Christine Dolan	Grade 2 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Kourtney Fall	Special education consultant teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Lauren Becker	Reading Specialist		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Jacqueline Nelson	Grade 2 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Kelsey Miraldi	Special education consultant teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3,

Our Team's Process

								5/9, 6/11
Erin McDermott	Grade 4 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Cori Zupko-Williams	RtI Math Teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Amy Fetahi	Special education consultant teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Bonnie VanKleeck	Special education consultant teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Sarah Gruber	Grade 2 teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Nicole Voerg	Grade K teacher		5/1	5/1	10/6, 5/1		5/3	5/1, 5/3, 5/9, 6/11
Alexa Markiewicz	Parent						5/15	6/11, 6/27
Cheryl Benjamin	Local Law Enforcement – Detective Sergeant – Ulster Police Department						5/3	6/27
Kate Berardi	Principal		5/1	5/1			5/3, 5/15	5/1, 5/3, 5/9, 6/11, 6.27

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

Commitment 1 – Students did not report a love for reading because so many of them struggle with phonics and phonemic awareness. This showed us a great need for a stronger foundation program in all grades, but especially at the K-2 level. We want students to have a common language and help use that to bridge the gap between school years.

Commitment 2 - Students generally feel like they are a part of the school community, but we want students to be able to further define their roles here and be able to articulate WHY they feel like they belong. We want to strengthen the roles that they play within the school community in hopes that it will strengthen who they become in the future.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.