New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Lansingburgh Central School District	Rensselaer Park Elementary School	3-5

Collaboratively Developed By:
The RPES SCEP Development Team   **SCEP Team Members:** Melissa Santarcangelo, Alexandra Nelson, Rebecca McGrouty, Joe Otter, Kristen Pasinella, Elizabeth Hanna, Elaine Garret, Erica Davis, Melissa Watts, Alyssa Cohen, Mary Haydock, Jess Dusenberry   *And in partnership with the sta , students, and families of Rensselaer Park 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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
   - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) *(optional for re-identified schools)*
   - [Activity 2: Analyze: Internal and External Data](#)
   - [Activity 3: Analyze: Survey Data](#)
   - [Activity 4: Listen: Student Interviews](#)
   - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

2. Re-identified Schools:
   - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to* _____.

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB).** The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1- This school is committed to having high expectations for all students and ensuring students are provided with a variety of learning opportunities based on their individual strengths and areas of growth.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Students shared during focus groups that they are asked to help others when they complete their work, instead of being provided with work that is tailored to their individual needs. They also indicated the classroom becomes distracting when students finish their work early and disrupt others. Utilizing instructional coaching and peer observations will increase the instructional capacity of staff, therefore supporting them in providing purposeful, strategic instruction that supports students' areas of strength as well as areas of growth.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the intervention, 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 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention 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?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	This school is committed to having high expectations for all students and ensuring students are provided with a variety of learning opportunities based on their individual strengths and areas of growth. (Teaching and Learning)
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	We envision Rensselaer Park Elementary School as a community where students care about their academic achievements. We want students to be intrinsically motivated, with the knowledge that their ideas are valid and there is a wide range of adults to support them. Our mission statement: "Our mission at RPES is to have a diverse, welcoming, and safe learning community that fosters individual growth for all students. In our school, families and staff are dedicated to working together to ensure that students develop the mindset and life skills needed to actively participate in their communities. We are driven by the understanding that learning is a lifelong process that is challenging and rewarding. Reach for your best, think bigger than yourself." Our mission statement clearly identifies individual growth for all students as a priority. Students also identified this commitment as a need in their focus groups, stating that they are asked to help others when they complete their work, instead of being provided with work that is tailored to their individual needs. They also indicated the classroom becomes distracting when students finish their work early and disrupt others. According to our Student Survey, 61% of students reported feeling challenged at school and 70% reported feeling that their teacher knows their strengths and where they have a hard time. Our Parent/Guardian Survey indicates 76% of parents felt the school met their child's needs and 72% felt teachers tailor instruction to their child's strengths. Our Instructional Staff Survey revealed 75% of staff felt the curriculum in their grade/subject was aligned to student learning and 76% felt high standards were set for all students in school.

2022 2023 NYS Assessment Data		
Subgroup	NYS ELA Exam % Proficient	NYS Math Exam % Proficient
African American Students	11%	8%
Hispanic Students	20%	15%
Multiracial Students	16%	26%
Caucasian Students	34%	33%
All Students	25%	25%

Our New York State assessment data shows a discrepancy in proficiency across subgroups. 11% of African American and 20% of Hispanic students were proficient on the NYS ELA Exam as compared to 34% of Caucasian students. 8% of African American and 15% of Hispanic students were proficient on the NYS Math Exam as compared to 33% of Caucasian students.

2023 2024 iReady Reading Diagnostic % On or Above Grade Level			
Subgroup	Fall	Winter	Spring
African American Students	10%	18%	19%
Hispanic Students	6%	13%	21%
Multiracial Students	12%	20%	26%
Caucasian Students	21%	32%	39%
All Students	17%	27%	32%

2023 2024 iReady Math Diagnostic % On or Above Grade Level			
Subgroup	Fall	Winter	Spring
African American Students	2%	12%	16%
Hispanic Students	6%	13%	23%
Multiracial Students	1%	16%	26%
Caucasian Students	12%	23%	51%
All Students	8%	19%	22%

While African American and Hispanic student subgroups showed growth in each iReady Diagnostic in both Reading and Math throughout the school year, there is still a large disparity between their proficiency rate and that of the caucasian subgroup. According to our iReady Reading Diagnostic, 19% of African American students and 21% of Hispanic students were on or above grade level, as compared to 39% of Caucasian students. A greater difference between subgroups can be seen in the iReady Math Diagnostic, as 16% of African American students and 23% of Hispanic students were on or above grade level as compared to 51% of Caucasian students.

When analyzing our NYS assessment data along with our iReady Diagnostic data, there were clear trends of growth from each subgroup, which could indicate an increase in proficiency rates for the most recent state assessments.

According to the 2022-2023 NYS ELA exam, 11% of African American students scored proficient and 19% scored on or above grade level on the 2024 Spring iReady Reading Diagnostic. A similar trend was seen for Math as well. The 2022-2023 NYS Math exam revealed 8% of African American students scored proficient on the 2022-2023 NYS Math exam, and 16% scored on or above grade level on the 2024 Spring iReady Math Diagnostic.

According to the 2022-2023 NYS ELA exam, 20% of Hispanic students scored proficient and 21% scored on or above grade level on the 2024 Spring iReady Reading Diagnostic. A similar trend was seen for Math as well. The 2022-2023 NYS Math exam revealed 15% of Hispanic students scored proficient on the 2022-2023 NYS Math exam, and 23% scored on or above grade level on the 2024 Spring iReady Math Diagnostic.

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 DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *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.*
Utilize **grade level data sheets** for common formative and summative assessments to monitor and evaluate student learning. The results are used to monitor progress, identify trends, adjust curricula, and implement interventions and enrichments for individuals and groups of students.	☑ NEW ☐ EXPAND ☐ REFINE	According to our student interviews, students who finish their classwork early are asked to help others. Students also shared that when students finish their work early the classroom becomes distracting. Utilizing grade-level data sheets and identifying best practices for remediation, enrichment, and student engagement will provide students with instruction that fits their individual needs. According to our Student Survey, 61% of students reported feeling challenged at school and 70% felt their teacher knew their strengths and where they had a hard time.
Peer collaboration is routinely used to seek feedback about and share instructional or assessment practices that support student learning and strengthen their instructional skills. Teachers will participate in **Peer Observations** to seek feedback about and share best practices and resources that support student learning and strengthen their instructional capacity.	☐ NEW ☑ EXPAND ☐ REFINE	According to our Instructional Staff survey, 73% of staff felt they were given time to share with and learn from other teachers. We will provide opportunities for staff to identify best practices and observe them in action. They will then incorporate those practices into their own instruction and receive glows/grows around the specific skill/strategy.
Teachers will provide a six week intensive Math and ELA Bootcamp after school focusing on priority standards.	☐ NEW ☑ EXPAND ☐ REFINE	According to our 2022-2023 NYS assessment data, only 25% of students were proficient on the NYS ELA and Math exam.

RPES will form a Tier 1 Multi-Tiered System of Supports (MTSS) Team to analyze data and provide teachers with support for Tier 1 interventions	☑ NEW ☐ EXPAND ☐ REFINE	The MTSS team will helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.
Four staff members will attend the NYSCATE (New York State Association for Computers and Technologies in Education)	☑ NEW ☐ EXPAND ☐ REFINE	The NYSCATE (New York State Association for Computers and Technologies in Education) will support data instruction in several ways: ● Professional development: The conference will offer workshops and sessions focused on data literacy, data analysis, and using data in educational settings. ● Technology tools: Vendors and presenters may will showcare tools designed for data collection, visualization, and analysis in education. ● Best practices: Educators can learn about best practices for integrating data instruction into various subjects and grade levels.

Implementation

KEY STRATEGY 1	Grade Level Data Sheets

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The Curriculum Specialist TOSA and RtI Coordinator will identify standards-based common formative and summative assessments in each grade level for ELA, Math, Science, and Social Studies	☑ by EPM ☐ by MTB
The principal will create a standards-based grade level data sheet with tabs for ELA, Math, Science, and Social Studies	☑ by EPM ☐ by MTB
The principal will introduce the purpose and structure of grade level data sheets to staff during a monthly grade level meeting	☑ by EPM ☐ by MTB
The Curriculum Specialist TOSA and RtI Coordinator, principal, and assistant principal will model the use of data sheets at monthly grade level meetings. The MTSS team will also utilize these sheets.	☑ by EPM ☐ by MTB
Teachers will utilize their weekly data planning time to input student data into grade level data sheets	☑ by EPM ☐ by MTB
New teachers will have grade level data sheets as one of their goals	☑ by EPM ☐ by MTB
The Curriculum Specialist TOSA and RtI Coordinator, principal, and assistant principal will support all grades in analyzing data and identifying standards and skills to target for enrichment and remediation during monthly grade level meetings	☐ by EPM ☑ by MTB
Mentors will support their mentees in the use and analysis of data sheets	☑ by EPM ☐ by MTB

Implementation	When
The Curriculum Specialist TOSA and RtI Coordinator will support teachers in utilizing assessments and student work to formulate student groupings and to plan for future lessons	☑ ☐
Teachers use assessment data to adjust curricular pacing and planning for groups of students or individual students within the class	☐ by EPM ☑ by MTB
	☐ ☑
Administration will provide specific feedback to staff regarding their use of data sheets	☐ by EPM ☑ by MTB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time to identify and create standards-based grade level data sheets
Identify ways to provide coverage for staff to meet with colleagues
Identify a half day each trimester for grade level teams to meet with The Curriculum Specialist TOSA and RtI Coordinator to adjust instructional materials (scope and sequence, pacing calendar, etc.) based on data

KEY STRATEGY 2	Peer Observations

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Teachers will utilize Data Planning time to identify opportunities for enrichment or remediation based on student data	☑ by EPM ☐ by MTB
The Student Support Team will identify building-wide best practices for instruction, assessment, student engagement, and social-emotional learning based on data	☐ by EPM ☑ by MTB
The Student Support Team will present building-wide best practices during Faculty Meetings	☐ by EPM ☑ by MTB
Teachers will be provided with options for peer observations, including in-person and/or creating a video	☐ by EPM ☑ by MTB
Teachers will utilize the Peer Observations Form when conducting peer observations	☐ by EPM ☑ by MTB
The building secretary will coordinate coverage so teachers can conduct Peer Observations	☐ by EPM ☑ by MTB
The principal will create a video library of building-wide best practices and share it with staff	☐ by EPM ☑ by MTB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time to analyze multiple forms of data (classroom visits, state test data, iReady Diagnostic data, etc.) to identify best practices
Coverage for teachers to conduct peer observations
Creation of a video library for best practices at RPES

KEY STRATEGY 3	ELA and Math Bootcamp

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Teachers will analyze iReady Diagnostic data as well as formative and summative assessments to determine students who would benefit from ELA or Math Bootcamp	☐ by EPM ☑ by MTB
The Curriculum Specialist TOSA will identify priority standards for ELA and Math for each grade level.	☐ by EPM ☑ by MTB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money to pay staff for teaching bootcamp	

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*)
Grade Level Data Sheets	Common formative and summative assessment data	1. Teachers utilize weekly Data Planning time to input data into data sheets for Math 2. 80% of teachers input data into grade-level data sheets for Math 3. At least one grade-level meeting has been dedicated to identifying best practices and resources for remediation or enrichment based on patterns in grade-wide data	
Peer Observations	Teachers share common best practices/ strategies during Data Meetings	1. We identify at least three building-wide best practices that increase student achievement both academically and with SEL skills	
ELA and Math Bootcamp	Fall iReady Diagnostic Data	1. We identify students who are struggling with priority standards and invite them to participate in bootcamp	

Mid Year Benchmarks and End Of The Year Targets

We believe the 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 (complete when reviewing mid-year data)
Mid- Year Benchmark(s)	Winter iReady Diagnostic Data	5% increase in the number of African American and Hispanic students who are on or above grade level in Reading and Math	
	Grade Level Data Sheets	90% of teachers are utilizing and sharing grade-level data sheets for Math	
	Peer Observation Volunteer Data	At least three teachers will have volunteered to tape a lesson including a best practice for the video library	
End-of-the Year Targets	Spring iReady Diagnostic Data	5% increase in the number of African American and Hispanic students who are reading on or above grade level in Reading and Math	
	Grade Level Data Sheets	100% of teachers are utilizing and sharing grade level data sheets for Math	
	Peer Observation Volunteer Data	At least six teachers will have volunteered to tape a lesson including a best practice for the video library	

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)
Student Survey	1. I feel challenged at school. 2. My teacher knows my strengths and where I have a hard time.	1. 61% 2. 70%	1. 71% 2. 80%	
Sta Survey	1. The curriculum in my grade/subject area is aligned to support student learning. 2. High standards are set for all students in my school.	1. 75% 2. 76%	1. 85% 2. 86%	
Family Survey	1. Teachers tailor instruction to my child's strengths. 2. This school focuses on meeting my child's needs.	1. 72% 2. 76%	1. 82% 2. 86%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	The school is committed to ensuring students have the skills necessary to navigate social relationships.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *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?*	We envision Rensselaer Park Elementary School as a community where students recognize the difference between small, medium, and big problems. We want students to have the skills, tools, and resources necessary to navigate challenging situations both inside and outside of school. Our mission statement: "Our mission at RPES is to have a diverse, welcoming, and safe learning community that fosters individual growth for all students. In our school, families and staff are dedicated to working together to ensure that students develop the mindset and life skills needed to actively participate in their communities. We are driven by the understanding that learning is a lifelong process that is challenging and rewarding. Reach for your best, think bigger than yourself." Our mission statement clearly identifies life skills as an area that we are always working to support both inside and outside of school. Navigating social relationships is a life skill that students will use for the rest of their school life and beyond. Students identified this commitment as a need in their focus groups, stating that they sometimes struggled to complete their work because there was so much "drama" in the classroom. The drama that was mentioned included students completing their work early and distracting others, discussing something that happened at recess or lunch, or a conflict between a student and a teacher. According to our Student Survey, 47% of students reported that students bully each other in this school and 59% reported that other students in the school respect them. Our Parent/Guardian Survey indicated 54% of parents felt students do not threaten/bully each other and 64% reported students respect teachers in this school. Our Instructional Staff Survey revealed 23% of staff felt students do not threaten/bully each other and 48% reported students treat staff members with respect.

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 DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses. 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.*
The school staff regularly analyze and compare outcome data such as attendance, academic achievement, disciplinary referrals, and suspension data at frequent intervals throughout the school year to identify areas that require additional support.	☐ NEW ☑ EXPAND ☐ REFINE	Our Student Support Team meets weekly and discusses discipline data. This year we will identify trends in behavioral data and utilize specific lessons from Second Step and Ripple Effects to address areas of growth such as threats and bullying. According to our Student Survey, 59% of students reported that students in this school respect them and 47% reported students bully each other in this school.
Establish a common language and consistent approach for SEL.	☐ NEW ☑ EXPAND ☐ REFINE	According to our Student Survey, 59% of students reported that students in this school respect them and 47% reported students bully each other in this school. Currently we have one counselor assigned to each grade level. Each counselor pushes into every classroom once a week to teach a SEL lesson using the Second Step curriculum. This year we will identify common language from Second Step and Ripple Effects lessons that we will incorporate into our building-wide PBIS program to address the current SEL concerns such as disrespect, threats, and bullying. This language will be used on our televised RPES Morning Show, Monthly Character Education Assemblies, as well as posted as visuals throughout the building.

Implementation

KEY STRATEGY 1	Analyzing Behavioral Data

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Identify behavioral trends in each grade level to target each trimester. For Trimester 1 of 2024-2025 we will use the trends from Trimester 3 of the 2023-2024 school year.	☑ by EPM ☐ by MTB
Identify specific Second Step and Ripple Effects lessons that will target the behavior or skill.	☑ by EPM ☐ by MTB
Identify common language from Second Step or Ripple Effect lessons to target the behavior or skill	☑ by EPM ☐ by MTB
Utilize common language in the following: ● The RPES Morning Show ● monthly character education assemblies ● weekly social-emotional learning lessons ● grade level assemblies with administration ● faculty meetings ● noon aide training	☐ by EPM ☑ by MTB
Create a visual to post around the school that supports common language	☐ by EPM ☑ by MTB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
The Student Support Team meets weekly to discuss discipline data. We need to identify a SST meeting towards the end of each trimester so we can analyze the data by grade level to identify trends.	

KEY STRATEGY 2	Establish a common language and approach for SEL

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Identify the common language in Second Step and Ripple Effects lessons that can be utilized building-wide as part of our PBIS program to address current behavioral trends such as making threats and bullying	☑ by EPM ☐ by MTB
The Character Education Team will introduce and model the common language on The RPES Morning Show.	☑ by EPM ☐ by MTB
The Character Education Team will identify ways to embed the common language into monthly Character Education Assemblies	☑ by EPM ☐ by MTB
The Trauma Sensitive Schools Committee will present information related to the common SEL language during Faculty Meetings	☑ by EPM ☐ by MTB
Administration will introduce, model, and train staff in the common language during noon aide training in September	☑ by EPM ☐ by MTB
Administration will introduce, model, and train staff in the common language in a transportation meeting each trimester	☑ by EPM ☐ by MTB
Create visuals for common language/SEL strategies, introduce them on the RPES Morning Show, and then post throughout the building	☐ by EPM ☑ by MTB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money for additional visuals throughout the building
Summer work for counselors to identify common language in Second Step and Ripple Effects to address current behavioral trends

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*)
Analyzing Behavior Data	Behavioral trends are identified for each grade level for Trimester 1	1. Counselors have pre-planned specific Second Step or Ripple Effect lessons which can target the specific skill/behavior for each grade level	

Common Language for SEL	Common language is utilized across grade levels to address specific skills/behaviors	1. Common language from Second Step or Ripple Effects lessons is identified for the specific skills/behaviors we target in each grade level
		
		2. Staff models the use of "I statements"
		  a. I feel…
		  b. I want…
		  c. I need…	

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 (*complete when reviewing mid-year data*)
Mid- Year Benchmark(s)	Discipline data for the identified skill/strategy in each grade level	10% decrease in the number of instances of behavior	
	Common language & visuals for SEL	Visuals to support common SEL language are created	
End-of-the Year Targets	Discipline data for the identified skill/strategy in each grade level	10% decrease in the number of instances of that behavior	
	Common language & visuals for SEL	Visuals to support common SEL language are explicitly taught, modeled, and reinforced	

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)
Student Survey	1. Other students in this school respect me. 2. Students bully each other in this school.	1. 59% 2. 47%	1. 75% 2. 25%	
Sta Survey	1. Students do not threaten and/or bully each other in this school. 2. Students treat staff members with respect.	1. 23% 2. 48%	1. 50% 2. 75%	
Family Survey	1. Students do not threaten/bully each other. 2. Students respect teachers in this school.	1. 54% 2. 64%	1. 75% 2. 85%	

COMMITMENT 3

Our Commitment

What is one Commitment we will promote for 2024-25?	The school is committed to making this a warm welcoming environment for students and families.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	We envision Rensselaer Park Elementary School as a community where students and families feel welcome. We want families to partner with us in providing the best possible future for their children. Our mission statement: "Our mission at RPES is to have a diverse, welcoming, and safe learning community that fosters individual growth for all students. In our school, families and staff are dedicated to working together to ensure that students develop the mindset and life skills needed to actively participate in their communities. We are driven by the understanding that learning is a lifelong process that is challenging and rewarding. Reach for your best, think bigger than yourself." Our mission statement identifies a welcoming, safe community as one of the many pillars to help all students achieve success. According to our Student Survey, 76% of students reported that their family asks them about their schoolwork. Our Parent/Guardian Survey indicated 86% of parents felt welcome in their child's school. Our Instructional Staff Survey revealed 57% of staff felt they were supported by their students' parents/guardians. By creating a more welcoming atmosphere for families, we hope to increase the amount of family engagement at RPES and foster open lines of communication. We want to share our goals with families and share how we plan to get there. Providing families with opportunities to learn more about their child's academics will improve attendance and communication between school and home.

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 DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.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.*
The school's outreach allows parent teacher conferences to be well attended. The school supports families in understanding how to benefit from these conferences and what potential questions families may want to ask during these conferences so that they can better understand how their child is doing and how they can provide support at home. Students speak about the quality of their work during conferences.	☐ NEW ☑ EXPAND ☐ REFINE	We currently have three Family Advisory Committee meetings each year. This year we will add a Parent University component to our regularly scheduled FAC meetings. We will incentivize parents/guardians coming to the meetings by offering food, childcare, and raffle prizes. At each FAC meeting we will focus on a different topic to provide families with support in regards to their child's academics, attendance, or social-emotional learning. We will provide an in-person as well as a virtual option to reach as many families as possible. We will also have our Bilingual Liaison to support families who do not speak English. Our Instructional Staff Survey revealed 57% of staff felt they were supported by their students' parents/guardians. Providing families with support in understanding their child's academic, attendance, or social-emotional needs will increase family engagement.
The principal communicates his or her vision for success regularly to help shape the identity of the school and keep families up-to-date on what is happening within the classroom.	☑ NEW ☐ EXPAND ☐ REFINE	The Principal will send out a monthly newsletter to families. Parent representatives on the TSI Planning Committee reported they would like to see more consistent communication from the school in regards to what is happening within the school.
The school has a system of using data to trigger early, caring outreach to families and students once students begin showing difficulty maintaining consistent attendance. The outreach is personal, and whenever possible, done by an adult with a strong relationship with the student or family. The outreach allows the school to learn of specific challenges the child may be facing so that supports can be identified to address those changes.	☑ NEW ☐ EXPAND ☐ REFINE	Creation of an Attendance Support Specialist (Teaching Assistant). The Attendance Support Specialist will: ● Collect and analyze student attendance data trends weekly to identify students in need of additional support ● Provide tiered levels of intervention to improve student attendance ● Work closely with families to understand barriers to daily attendance ● Conduct home visits to build strong positive relationships with families ● *Pick up and drive students to school as needed*??? ● Attend bi-weekly Student Support Team meetings
Families can communicate with the school through multiple methods and with the help of an interpreter, if the parent desires.	☑ NEW ☐ EXPAND ☐ REFINE	We will have a Bilingual Liaison at RPES who can translate for Spanish speaking families. Our Parent/Guardian Survey indicated 86% of parents felt welcome in their child's school. Providing families with a staff member who they can speak their language will increase family engagement and make sure all families have the opportunity to engage in the school community,

Implementation

KEY STRATEGY 1	Family Advisory Committee Meetings/Parent University

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?	
Identify FAC dates for the 2024-2025 school year and share with staff and families	☑	by EPM
	☐	by MTB
Identify topics where parents/guardians indicate they would like additional support (Digital Citizenship, iReady Diagnostic Parent Report, Bullying vs Mean Moment, etc.)	☑	by EPM
	☐	by MTB
Meet with staff to plan and implement Parent University	☑	by EPM
	☐	by MTB
Provide dinner and childcare at FAC/Parent University meetings to increase participation	☑	by EPM
	☐	by MTB
Provide a virtual option for FAC/Parent University meetings to increase participation	☑	by EPM
	☐	by MTB
Promote events on Parent Square, during Open House, PTA Meetings	☑	by EPM
	☐	by MTB
Provide raffle prizes for each FAC meeting with a grand prize raffle for anyone who attends all three FAC meetings	☐	by EPM
	☑	by MTB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Utilize the new cafeteria for dinner and meeting
Parent and Community Engagement fund for food
Compensation for staff (planning for Parent University and presenting at Parent University)
Staff for childcare? Can use the cafetorium
Equipment for live streaming
Hannaford Gift Cards as raffle prizes at each meeting Big raffle drawing for a Kindle if families attend all three meetings

KEY STRATEGY 2	Monthly Newsletter

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?	
Create a template in Parent Square for a monthly newsletter	☑	by EPM
	☐	by MTB
Update newsletter monthly with events, field trips, attendance data, testing dates, etc.	☑	by EPM
	☐	by MTB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parent Square newsletter template
Consistent communication with grade levels, PTA, and community members

KEY STRATEGY 3	Bilingual Family Liaison

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?	
Stipend created for Bilingual Family Liaison	☑ by EPM ☐ by MTB	
Bilingual Family Liaison will work with the ENL teacher to provide support for families	☑ by EPM ☐ by MTB	
Bilingual Family Liaison will attend meetings with Spanish speaking families to translate	☑ by EPM ☐ by MTB	
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Coverage for Bilingual Family Liaison so they can meet with families		
Time for ENL teacher and Bilingual Family Liaison to meet so they can plan how to best support families		
Money for the creation of a Bilingual Family Liaison		

KEY STRATEGY 4	Attendance Support Specialist

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?	
Create a position for a Student Success Advisor Teaching Assistant	☑ by EPM ☐ by MTB	
Hire the Student Success Advisor	☑ by EPM ☐ by MTB	
The Counseling Team will train the Student Success Advisor in RPES attendance interventions	☑ by EPM ☐ by MTB	
The Student Success Advisor will shadow the Counseling team and the assistant principal on home visits to learn best practices when building relationships with families and providing supports	☐ by EPM ☑ by MTB	
The Student Success Advisor will analyze attendance data weekly to identify students in need of additional support	☐ by EPM ☑ by MTB	
The Student Success Advisor will provide tiered levels of intervention to improve student attendance	☐ by EPM ☑ by MTB	
The Student Success Advisor will conduct home visits to build strong relationships with families	☐ by EPM ☑ by MTB	
The Student Success Advisor will work closely with families to identify barriers to daily attendance	☐ by EPM ☑ by MTB	
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money for the creation of an Attendance Support Specialist		

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*)
Family Advisory Committee/ Parent University	Attendance at FAC/Parent University Meetings	1. At least 15 families attend the first FAC/Parent University Meeting in October	
Monthly Newsletter	Monthly newsletter is shared each month	1. Monthly newsletter has been sent out for September and October 2. 5% decrease in chronic absenteeism	
Bilingual Liaison	Number of meetings/phone conferences utilizing the Bilingual Liaison	1. Bilingual Liaison has participated in at least two parent phone calls/meetings with families	
Student Success Advisor	Attendance Data	1. The Student Success Advisor has gone on at least ten home visits	

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 (*complete when reviewing mid-year data*)
Mid- Year Benchmark(s)	Attendance at FAC/Parent University Meetings	1. 10% increase in attendance at the January FAC/Parent University Meeting	
	Monthly Newsletter	1. Monthly newsletter has been sent out for every month 2. 5% decrease in chronic absenteeism	
	Bilingual Liaison Parent/Guardian Meetings	1. Bilingual Liaison has participated in at least four phone conferences/meetings with families	

End-of-the Year Targets	Student Success Advisor	1. At least 75% of students being supported by the SSA have a 10% decrease in chronic absenteeism	
	Attendance at FAC/Parent University Meetings	1. 10% increase in attendance at the April FAC/Parent University Meeting	
	Monthly Newsletter (Chronic Absenteeism Data)	1. Monthly newsletter has been sent out each month 2. 5% decrease in chronic absenteeism	
	Bilingual Liaison Parent/Guardian Meetings	1. Bilingual Liaison has participated in at least six phone conferences/meetings with families	
	Student Success Advisor	1. At least 75% of students being supported by the SSA have a 20% or more decrease in chronic absenteeism	

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)
Student Survey	My family asks me about my schoolwork.	76%	86%	
Sta Survey	I am supported by my students' parents/guardians.	57%	67%	
Family Survey	I feel welcome in my child's school.	86%	96%	

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, Survey Data, & Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Melissa Santarcangelo	Principal	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24
Lexi Nelson	Assistant Principal		3/18/24	4/15/24	5/29/24	6/24/24
Rebecca McGrouty	Assistant Superintendent	3/4/24	3/18/24	4/15/24	5/29/24	
Joe Otter	Director of School Community Partnerships		3/18/24		5/29/24	6/24/24
Mary Haydock	Teacher on Special Assignment	3/4/24	3/18/24	4/15/24		6/24/24
Jessica Dusenberry	RtI Coordinator	3/4/24	3/18/24	4/15/24	5/29/24	
Elizabeth Hanna	3rd Grade Teacher	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24
Kristen Pasinella	Special Education Teacher		3/18/24	4/15/24	5/29/24	6/24/24
Alyssa Cohen	School Counselor	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24
Melissa Watts	Social Worker	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24
Elaine Garrett	Parent	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24
Erica Davis	Parent	3/4/24	3/18/24	4/15/24	5/29/24	6/24/24

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

Student interviews identified several trends that were addressed in the SCEP plan. Students shared that they often did not feel challenged academically, and were asked to help others once they completed their work. Students also shared that completing work early led to distractions in the classroom. Our current plan incorporates analyzing grade level data to make instructional decisions for enrichment and remediation which will target individual student strengths as well as areas for growth.

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.

All of the key strategies for the SCEP plan came from the Diagnostic Tool for School and District Effectiveness (DTSDE) and are best practices that will help all students. The creation of a Bilingual Liaison was created specifically to support families who do not speak English can communicate with the school.

Next Steps

Sharing the Plan

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.