



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Monticello Central School District	George L. Cooke School	K-2

Collaboratively Developed By:

The George L. Cooke Elementary SCEP (School Comprehensive Education Plan) Development Team

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And in partnership with the staff, students, and families of George L. Cooke.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to improving the attendance rate of students.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	We strive to make Cooke Elementary a place where students and families want to be, and staff want to work. This commitment emerged because of our high chronic absenteeism among students. Prior to the COVID pandemic the buildings' chronic absentee rate was 43%, since our return it has increased 10%. An improvement in our student attendance will increase students reading at grade level as well as an increase in family engagement. Our data shows a high absenteeism rate (right around 53%) for our students.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	2023-2024 Student Attendance reports, Attendance meetings agendas and meeting notes.	Reduce building chronic absenteeism rate by 10% (53.8% to 43.8%).	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I am excited to come to school. I feel like my teacher cares about me. I trust adults that work at Cooke.	90% 90% 90%	
Staff Survey	I feel that I have developed a caring relationship with many students.	90%	

Commitment 1

Family Survey	I feel welcomed at Cooke.	90%	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Quarterly and weekly review of attendance records and attendance meeting notes	Reduction in the number of students who are chronically absent. Reduction in the overall building chronic absenteeism.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Daily attendance	Steady decrease in chronic absenteeism	
Adult/Schoolwide Behaviors and Practices	Attendance & protocols	* Communication with parents/guardian in School Tool *Ongoing communication between attendance team and families through emails, home visits, and phone calls.	
Student Behaviors and Practices	Lates, early dismissals and absences	*Reduce the number of students who are late to school by 1% each month.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

Commitment 1

<p>Creation of a 3-tier intervention System and building protocols that address chronic absences at the primary level.</p>	<p>District MTSS (Multi Tiered System of Support) team will create a 3-tiered approach that begins with foundational support for the whole school to promote positive conditions for learning. The Building Administrative team and District Attendance Liaison will monitor student attendance and bring forward to the Chronic Absence Team (CAT) to discuss next steps determined for supporting family. A reduction in chronic absenteeism by 10% in grades K-2 by the end of the 2023-2024. Reduction in the chronic absentee rate in the subgroups ELL (English Language Learner), black and Latino. We strive for a student Average Daily Attendance Rate of 90% or higher.</p> <ul style="list-style-type: none"> • These foundational supports are followed by prevention-oriented supports for attendance (Tier1), more personalized outreach or early intervention (Tier 2), and intensive intervention (Tier 3). • The Chronic Absence Team (CAT) will meet biweekly to review student absences. • Preventions and interventions will be created and implemented. The Intervention system will include. <ul style="list-style-type: none"> • A plan to engage students and parents. • Recognize good and improved attendance. • monitor attendance data and practice. • Provide Personalized Early Outreach (Summer 2023) <p>Identify students who were chronically absent for the 2022-2023 school year. Administration will contact families and invite them in to find out what barriers and challenges each family faces then work together to develop a plan for improved attendance.</p>	<p>Meeting Schedule, Time to create intervention system, CAT meeting scheduled; time set aside in schedule to meet biweekly with attendance liaison, clinical staff, administration.</p>

Commitment 1

	<ul style="list-style-type: none"> • Develop programmatic response to barriers. 	
Kindergarten Parent Orientation	Create video “A Day in the Life of a Kindergartner.” Hold a parent session during kindergarten kick-off to share with parents' valuable insight to the student day, discuss creating healthy habits and routines early on, and provide data about high absenteeism and graduation. Send additional information to families throughout the school year.	Time to produce video, equipment, funds for kindergarten kickoff, funds to purchase welcome kit new students.
Calming Corner	Calming corners can help with shutdowns and inattention. A calming corner provides an opportunity for students to reset or re-regulate and when shut down, while providing opportunity for engagement. Creating a space for students who need to break from the daily stresses. The purpose of a calming corner is to help support self-regulation while keeping students in a safe space. The use of calming corners can transform the culture of the building as an opportunity, driven by a student’s choice to feel better. Calming corners are private enough to allow the student to maintain dignity while remaining in a safe location. Having a voice in creating a space that will be utilized by our students will encourage emotional and social grouping.	Funds to purchase signage, self-calming and sensory calming tools, flexible seating and furniture.

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to using the best instructional practices to ensure grade level proficiency in ELA (English Language Arts).</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>Research has shown that student success in the early years is an indicator of access to opportunities later in life. We want our students to be on grade level in ELA by the time they enter the third grade. This goal emerged as a commitment because our students have been below grade level for many years and it’s even more concerning post pandemic. Our team is committed to using evidence-based practices and research-based curriculum to best meet the needs of all students. We will make data informed decisions to leverage growth in reading.</p> <p>53% of our current kindergarten cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 11% or 24 additional students read on grade level. 46% of our current first grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 13% or 24 additional students reading on grade level. 46% of our current second grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 14% or 24 additional students read on grade level.</p>

Progress Targets

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete at the end of the year)</i></p>

Commitment 2

End-Of-The-Year Goals	2023-2024 NWEA score in ELA, HMH Reading Inventory, SGAT Screening tool. Grade 3 NYS (New York State) Assessments in ELA	Increase the percentage of students reading at or above grade level mean NWEA RIT.	
		Cohort	Percentage of students reading at or above grade level mean NWEA RIT
		Kindergarten	65%
		1 st Grade	59%
		2 nd Grade	60%

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I feel good about my reading skills.	90%	
Staff Survey	I use my ELA WIN (What I Need) time effectively in small group instruction to address the individual needs of my students.	80%	
Family Survey	My child’s academic needs are being met at Cooke.	90%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Commitment 2

Mid-Year Benchmark(s)	Winter NWEA score in ELA, oral reading fluency, and HMH Reading Inventory, SGAT Screening tool.	increase the percentage of students who are reading at or above grade level (mean NWEA RIT).	
		Cohort	Percentage of students who are reading at or above grade level (mean NWEA RIT)
		Kindergarten	
		1st	52%
		2 nd	53%

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	NWEA growth score in ELA, SGAT benchmark assessments	May to September NWEA, weekly common assessments in ELA,	
Adult/Schoolwide Behaviors and Practices	Schoolwide walkthroughs by district and building administrators	Evidence of teacher fidelity to building and district wide initiatives.	
Student Behaviors and Practices	Establish routines in ELA and summative and formative assessments		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

Commitment 2

<p>ELA WIN (What I Need: small group intervention time)</p>	<p>WIN (which stands for “What I Need”) is a time when teachers will be able to personalize small group instruction to further meet the unique needs of each learner in their classroom.</p> <ul style="list-style-type: none"> • It is a period of reinforcement, support, and/or enrichment. These daily periods will be used to further support the child’s academic growth in identified skill(s). • For students who do not need interventions, this time will be devoted to providing additional time for students to master/reinforce or enhance/enrich their skills through personalized, targeted learning goals using one of the district’s web-based programs focused on grade-level and above grade-level standards. • Also, the inclusion of this period allows students to be pulled for supplemental services in reading, with minimal interruption to core class time. • Instructional Coaches, classroom teachers, AIS (Academic Intervention Services) teachers and teaching assistants will identify and support student needs. WIN will be offered daily in ELA for 40 minutes. <p>To monitor ELA student growth, administrator and instructional coach will use NWEA, intervention data derived from the small group automation tool (Step by Step Learning - SGAT), common assessments through our core program (Open Court) and HMM reading inventory assessment (when reading level appropriate).</p> <p>Crucial support and coaching will be provided, by Step by Step and McGraw Hill, for the instructional staff for the Open Court, SGAT and as well as strategies to use in the classroom.</p>	<p>Funds for professional development to train teachers and coaches in strategies for tier 1, 2 and 3 in ELA.</p> <p>Funds for professional development and coaching hours are provided by Step by Step and McGraw Hill. ELA coaches: Wendy Tiano from Step-by-Step Learning and McGraw Hill Open Court coaches.</p>
<p>Weekly MTSS data meetings</p>	<p>Common grade level teachers meet weekly to use data to drive instruction and properly identify student tiers as they progress</p>	<p>Calander of weekly Meetings</p>

Commitment 2

<p>Small Group Automation Tool (SGAT)</p>	<p>SGAT is a comprehensive research-based approach to literacy that includes assessments, effective learning instruction strategies, and research supported intervention models.</p> <ul style="list-style-type: none"> Professional development and training, Step by Step, to provide students with reading skills and assessments. Students will master the skills assessments and move to the next level. 	<p>Funds for Professional Development, coaching and modeling provided by Step-by-Step Learning.</p>
<p>Assessment Calendar</p>	<p>The district level administrative team will align the calendar with set dates for NWEA, Reading Inventory, Open Court assessments. Teachers need to log data on the One Drive document within five days of the testing window closing.</p>	<p>Time to create a schedule of test dates and data dumps</p>
<p>Monitoring of programs by Assistant Superintendent of Curriculum and Instruction, Directors and building Administrators</p>	<p>During walkthroughs in the first half of the school year both District and Building level Administrators will visit classrooms looking for evidence of student engagement (differentiated strategies), high expectations (higher levels of Bloom Taxonomy), student teacher interactions, grouping, and time management.</p>	<p>Schedule of “look-Fors”</p>
<p>ELA Instructional Coaches</p>	<p>Cooke Elementary will be developing an instructional coaching program that is evidence-based, that provides a clear process to foster positive learning experiences for Cooke students. In addition, the district team will include an evaluation process to determine the success and next steps to support Instructional Coaches and building principle.</p> <p>Instructional coaches and the building principal will participate in professional development provided by the Instructional Coaching Group. The team will work implementing the 7 success factors and the sustainability of a highly effective coaching program at Cooke Elementary.</p> <p>Teaching Learning Coaching Conference (TLC) is the world’s leading conference for instructional coaching and instructional practices. The TLC consists of education experts and practitioners who lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system-</p>	<p>Time to create, implement, and evaluate coaching program.</p> <p>Funds to attend the Teaching Learning Coaching Conference, October 2023.</p> <p>Funds to attend Instructional Coaching Group 5 Day Intensive Instructional Coaching Institute, April 2024.</p> <p>Schedule meetings with instructional coaches and administration each month.</p>

Commitment 2

	<p>change strategies designed to lead to a high performing school.</p> <p>The team will also participate in a five-day Intensive Instructional Coaching Institute that will develop a deeper and complete understanding of the coaching process and practices, cultivate the necessary communication skills for healthy conversations, deeper engagement in the classroom, and how to best utilize coaching tools and resources.</p>	
<p>Create a student-centered space in the library to support K-2 instructional practices</p>	<p>“Student-Centered Learning” is an educational model that focuses on how students retain information by encouraging collaboration and “active learning” in their day-to-day routines. This model emphasizes small group work between students and opportunities to work “hands on” with their peers and take a more self-directed, sensory approach to education. Students and teachers are encouraged to adapt spaces and furniture to accommodate small group discussions, large presentations and find new ways to collaborate. Cooke Elementary will transition from a teacher centered library to a student-centered space.</p> <p>The library space will be redesigned, Library Media Specialist and Building Administrators to provide many opportunities for collaboration, exploration, and real-world problem solving.</p>	<p>Funds to purchase furniture, signage, area rugs, shelving, cabinets for maker space and STEAM (Science, Technology, Engineering, Art and Math) area, magnetic glass whiteboards, and circulation desk.</p>

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to using the best instructional practices to ensure mathematical proficiency.</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>Research has shown that student success in the early years is an indicator of access to opportunities later in life. We want our students to be at grade level for math by the time they enter the third grade. This goal emerged as a commitment because our students have been below grade level for many years and it's even more concerning post pandemic.</p> <p>Our team is committed to using evidence-based practices and research-based curriculum to best meet the needs of all students. We will make data informed decisions to leverage growth in math.</p> <p>66% of our current kindergarten cohort students are at or above grade level in math. By June of 2024 we would like to see an increase of 8% or 12 additional students at or above math level (mean NWEA RIT). 43% of our current 1st grade cohort students are at or above grade level. By June of 2024 we would like to see an increase of 14% or an additional 24 students on grade level in math. 53% of our current second grade cohort students are at or above grade level in math. By June of 2024 we would like to see an increase of 8% or an additional 12 students on grade level in math.</p>

Progress Targets

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete at the end of the year)</i></p>

Commitment 3

End-Of-The-Year Goals	2023-2024 NWEA growth score in math, Math Running Records, Grade 3 NYS Assessments in math.	Increase the percentage of students at or above grade level in math NWEA RIT.	
		Cohort	Percentage of students at or above grade level in math NWEA RIT
		Kindergarten	66%
		1 st Grade	43%
		2 nd Grade	53%

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I feel good about my math skills.	90%	
Staff Survey	I use my Math WIN time effectively in small group instruction to address the individual needs of my students.	80%	
Family Survey	My child's academic needs are being met at Cooke Elementary.	90%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

Commitment 3

Mid-Year Benchmark(s)	Winter NWEA growth score in math, and Math Running Records.	Increase the percentage of students at or above grade level in math NWEA RIT.									
		<table border="1"> <tr> <th><i>Cohort</i></th> <th><i>Percentage of students at or above grade level in math NWEA RIT</i></th> </tr> <tr> <td>Kindergarten</td> <td>66%</td> </tr> <tr> <td>1st Grade</td> <td>59%</td> </tr> <tr> <td>2nd Grade</td> <td>55%</td> </tr> </table>	<i>Cohort</i>	<i>Percentage of students at or above grade level in math NWEA RIT</i>	Kindergarten	66%	1 st Grade	59%	2 nd Grade	55%	
	<i>Cohort</i>	<i>Percentage of students at or above grade level in math NWEA RIT</i>									
	Kindergarten	66%									
1 st Grade	59%										
2 nd Grade	55%										

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	NWEA growth score in math.	May to September NWEA, weekly common assessments and Chapter assessments for math.	
Adult/Schoolwide Behaviors and Practices	Schoolwide walkthroughs by district and building administrators.	Evidence of teacher fidelity to building and district wide initiatives.	
Student Behaviors and Practices	Establish routines. Math summative and formative assessments		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
Math WIN (what I Need: small group intervention time)	WIN (which stands for “What I Need”) is a time when teachers will be able to personalize small group instruction to further meet the unique needs of each learner in their classroom.	Funds for professional development to train teachers and coaches in strategies for tier 1, 2 and 3 in math.

Commitment 3

	<p>Teachers will have 30 minutes of WIN time for math built into their daily schedules.</p> <p>Fluid groupings will be created to support Math WIN time.</p> <ul style="list-style-type: none"> • It is a period of reinforcement, support, and/or enrichment. • These daily periods of time will be utilized to further support the individual child’s academic growth in identified skill(s). • For students who are at or above grade level in mathematics the time will be devoted to providing additional time for students to master/reinforce or enhance/enrich their skills through personalized, targeted learning goals using one of the district’s many web-based programs focused on grade-level or above grade-level standards. • ALSO, the inclusion of this period allows students to be pulled for supplemental services in mathematics, with minimal interruption to core instruction. • Instructional Coaches, classroom teachers, AIS teachers and teaching assistants will identify and support student needs. <p>Crucial support for Math WIN< using Big Ideas curriculum as well as strategies to use in the classroom will be provided to all classroom and AIS teachers.</p> <p>To monitor Math student growth, administrators and math coach will use NWEA, math running records (mid-year 1st and 2nd grade) and common assessments through our core program (Big Ideas).</p>	<p>Funds for professional development and coaching hours with Questar III BOCES (Boards of Cooperative Educational Services), mathematics specialist Heidi Bromley.</p> <p>Funds for professional development and coaching hours with specialists from Big Ideas Mathematics Program.</p>
Weekly MTSS data meetings	Common grade level teachers meet weekly to use data to drive instruction and properly identify student tiers as they progress.	Calander of weekly Meetings.

Commitment 3

<p>Assessment Calendar</p>	<p>The district aligned the calendar with set dates for NWEA, Reading Inventory, Open Court assessments. Teachers need to log data on the One Drive document within five days of the testing window closing.</p>	<p>Time to create a schedule of test dates and data dumps.</p>
<p>Monitoring of programs by Assistant Superintendent of Curriculum and Instruction, Directors and building Administrators</p>	<p>During walkthroughs in the first half of the school year both District and Building level Administrators will visit classrooms looking for evidence of student engagement (differentiated strategies), high expectations (higher levels of Bloom Taxonomy), student teacher interactions, grouping, and time management.</p>	<p>Schedule for “look-Fors”</p>
<p>Math Instructional Coaches</p>	<p>Cooke Elementary will be developing an instructional coaching program that is evidence-based, that provides a clear process to foster positive learning experiences for Cooke students. In addition, the district team will include an evaluation process to determine the success and next steps to support Instructional Coaches and building principle.</p> <p>Instructional coaches and the building principal will participate in professional development provided by the Instructional Coaching Group. The team will work implementing the 7 success factors and the sustainability of a highly effective coaching program at Cooke Elementary.</p> <p>Teaching Learning Coaching Conference (TLC) is the world’s leading conference for instructional coaching and instructional practices. The TLC consists of education experts and practitioners who lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system-change strategies designed to lead to a high performing school.</p> <p>The team will also participate in a five-day Intensive Instructional Coaching Institute that will develop a deeper and complete understanding of the coaching process and practices, cultivate the necessary</p>	<p>Time to create, implement, and evaluate coaching program.</p> <p>Funds to attend the Teaching Learning Coaching Conference, October 2023.</p> <p>Funds to attend Instructional Coaching Group 5 Day Intensive Instructional Coaching Institute, April 2024.</p> <p>Schedule meetings with instructional coaches and administration each month.</p>

Commitment 3

	communication skills for healthy conversations, deeper engagement in the classroom, and how to best utilize coaching tools and resources.	
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COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to strengthening our partnership with families and the community.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>The administrators, Instructional Coaches, and Faculty will be able to meet our first two commitments if Cooke Elementary continue our work by strengthening our family engagement and their presence in the school. Our families will benefit from community resources which consequently support the stability of student attendance and academics.</p> <ul style="list-style-type: none"> • Initial feedback from families indicates an interest in more family engagement evenings. Building Administrators will continue to work with our family engagement team and PTO to strengthen this initiative. • Parent surveys indicate a need for stronger communication between home and school.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Attendance at Building Wide Fall Events including Literary night and STEAM night, Trunk or Treat, Someone Special Dance, parent workshops, concerts, and craft nights.	Increase in the number of families that attend fall events including Open House and Family-Teacher conferences.	

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

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

Commitment 4

			<i>once Spring survey results are available)</i>
Student Survey	I feel like my teacher cares about me.	90%	
Staff Survey	I believe parents are partners in my classroom community.	90%	
Family Survey	I have developed resources for the parents of my students to use to support their child's success.	90%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Mid-year survey, family attendance	During the 2022-2023 school year 50% of Cooke families participated in at least one event during the school year. By mid-year we would like to see 60% family participation. Also, an increase in the number of parents and guardians' participation in building BLT and family engagement committees.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Trunk or Treat Event	55% student participation	

Commitment 4

Adult/Schoolwide Behaviors and Practices	Kindergarten Kick Off, Open House, and Parent/ Teacher Conference attendance.	An increase in the number of families that participate in 23-24 than 22-23 school year.	
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
Family Engagement Committee (FEC)	Continue to have an active FEC with parent representation. <ul style="list-style-type: none"> The committee creates monthly building calendar translated in languages for our families, Develop events such as family literacy nights. <p>“Good News from Cooke”</p> <ul style="list-style-type: none"> The FEC designed notecards for every teacher to send to students to recognize kindness or other successes. Building secretarial staff will mail postcards out to families. 	Funds for Family engagement events, Funds for materials and support for Family engagement events. Funds for printing postcards. stipends for staff participating in family engagement events, schedule for family engagement events.
PTO	Administration and school staff will continue to work together for meetings and events to promote the partnership between home and school.	Calander of PTO meetings, Membership Drive at the start of the school year.
Work with staff and teachers to foster a greater sense of connectedness to the school community	Building Administrators will provide time and space for staff to focus on personal and professional wellness. <ul style="list-style-type: none"> This would be done by providing a “District Spirit Week”/ Staff Wellness Day during our spring Superintendents Conference Day S Staff will have access to a variety of personal and professional learning opportunities of their choosing. 	time, space, and funds for Staff Wellness Day’s

Commitment 4

	<p>Improve and expand collaborative planning time for teachers by</p> <ul style="list-style-type: none"> • Building Administrators will be Adding in a 30-minute reflection/collaboration time at the end of each professional development workshop. • Building Administrators will schedule time during faculty for staff to collaborate with their colleagues. <p>Building Administrators will review the master schedule to provide opportunities for grade levels to collaborate.</p>	
Work with families to foster a greater sense of connectedness to the school community.	Our district administrative team and district translator continue to work to put structures in place to support families and teacher communication with ENL families.	Funds to support additional district translator.
Provide families with opportunities to engage in meaningful relationship-building activities.	Partner with EPIC to host quarterly evening workshops for families at the school	Contract with EPIC for quarterly workshops
Morning Greeter	Create a more welcoming environment for Cooke Community by greeting students at both the parent drop-offline and as students exit the buses. Staff develop relationships with families. Fun music and bubbles blow as students enter the building.	Funds to purchase safety vests, umbrellas, and a four seasons tent.

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We believe that Principal Leadership Development will support all commitments that Cooke Elementary will be dedicated to during the 2023-2024 school year. A school leader is responsible for shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	A strong and highly effective school leader is essential to foster school improvement. The Monticello Central School district has experienced a huge turnover in administration over the last 5 years in addition to running a district during a global pandemic and has not kept pace in training new principals in areas that foster school improvement. It is the principal, more than anyone else, who is in a position to ensure that excellent teaching and learning are part of every classroom.

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating.

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
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)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	
Virginia Gallet	Cooke Elementary Principal
Sarah Mootz	Cooke Elementary, Assistant Principal
Theresa Carlin	MCSD Assistant Superintendent of Curriculum and Instruction
Keith Pettinger	Director of ELA, Social Studies, and the Arts
Erin Mentnech	Cooke Math Instructional Coach
Sue Rodriguez	Cooke Instructional Coach
Paige Moore	Cooke Kindergarten Teacher
Danielle D'Agata	Cooke Elementary Teacher
Megan Petty	Parent
Nicolas Petty	Parent
Jennifer Bankich	Parent
Michelle Knowlton	Facilitator

Our Team's Process

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Our Team's Process

Our Team's Steps

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

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

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
5/02/2023	X						
5/15/2023		X	X				
5/30/2023				X	X		
6/20/2023						X	
6/21/2023							X
6/22/2023							X
6/27/2023							X

Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.