



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Monticello CSD	Kenneth L. Rutherford Elementary	3-5

Collaboratively Developed By:

The Rutherford Elementary SCEP Development Team
Veronica Serrano, Principal
Theresa Carlin MCSD Assistant Superintendent of Curriculum and Instruction
Keith Petzinger, Director of ELA, Social Studies, and the Arts
Connie Avery-Cheng, AIS Teacher
Jill Yannetta, Instructional Coach
Ryan Speer, Math Instructional Coach
Jennifer Rodriguez, 3rd Grade Teacher
Billy Jean McGinnis, parent
Tashara Bridgeforth, parent
Michelle Knowlton, MCSD Facilitator
Christopher Palmer (retired principal)

And in partnership with the staff, students, and families of Kenneth L. Rutherford Elementary.

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to fostering an inclusive School Culture that emphasizes kindness and respect, ensures that all students, faculty, staff are valued and supported, which cultivates community pride.</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>School leaders can set the tone for the school by articulating the values that define the school’s identity as a rigorous academic institution. Through discussion and faculty surveys the TSI (Targeted School for Improvement) team identified repeatedly that over the past three years Rutherford Elementary has not maintained an inclusive school culture that has valued and facilitated the full participation and sense of belonging for stakeholders. The culture and climate of the learning community should include a welcoming environment, a partnership between staff and parents/caregivers, high expectations for all students, and a community where staff and students are equally valued. Additionally, staff feel empowered to remove barriers to learning and participate in all aspects of the learning community.</p>

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	Monthly referral data, student and staff attendance data, family attendance at school events	Reduction of 10% in referrals, Decrease of 10% in chronic absenteeism. Improvement in building faculty attendance, increase in the number of families who attend school events.	

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 1

			<i>once Spring survey results are available</i>
Student Survey	I have one adult at school that I trust.	90%	
Staff Survey	I feel fully supported by the Rutherford Administrative Team.	75%	
Family Survey	I feel welcomed by the staff at Rutherford Elementary.	95%	

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)	Monthly referral data, student and staff attendance data, family attendance at school events	Reduction of 5% in referrals, Decrease of 5% in chronic absenteeism. Improvement in building faculty attendance, increase in the number of families who attend school events.	

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	Monthly referrals and student attendance	Reduction in the number of student referrals and an increase in the number of students who attend daily. Students returned to instruction within 15 minutes	

Commitment 1

Adult/Schoolwide Behaviors and Practices	AESOP attendance data	Improvement in the daily attendance of faculty and staff. PBIS and RULER common vocabulary used throughout the school day and building locations.	
Student Behaviors and Practices		Students use self-regulation strategies and access to calming corners.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Redesign of Kenneth L. Rutherford Schedule	The 2023-2024 school year, Rutherford Elementary will be redesigning the master schedule to allow for opportunities for teachers to work with grade level members and vertical discussions with 3,4, and 5 th grade teachers on their team.	Funds for training with Elliot Merenbloom, NPW BOCES.
Restructure Faculty Building Level Meetings	Faculty meetings will include faculty, committee, and grade level meetings each month.	Time to meet and plan
Satellite Location for After School Tutoring Programs in Math and ELA.	Rutherford Elementary will be offering tutoring in the Monticello community for our identified students. Math and Reading teachers will be offering at Evergreen Housing Authority Community room, Sleepy Hollow Community room, and Duggan Elementary Building.	Funds for tutors
Calming Corner	When students experience stress or trauma at home or are overwhelmed in school, their responses are unpredictable. Some students experience inattention, difficulty sitting still and hyperactivity. Shut down looks like daydreaming, falling asleep in class or not responding to other outreach to connect. When students shut down, cognition is	Funds to purchase flexible furniture, sensory tools, rugs, paint, signage.

Commitment 1

	<p>impaired, and learning is difficult. Calming corners can help with shutdowns and inattention. A calming corner provides an opportunity for students to reset or re-regulate while providing opportunity for engagement. It also creates a space for students who need a break from the daily stressors. 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.</p>	
<p>Provide opportunities for staff to build knowledge around social-emotional practices (PBIS/RULER)</p>	<p>Building administrators and PBIS/Ruler Committee will develop expectations in the key areas of the building including the Dining Hall, hallways, classroom, and bathrooms. Faculty and Committee meetings will be used to build common vocabulary and building expectations during the 2023-2024 school year. Training of faculty and staff, including aides and lunch monitors, in PBIS (Positive Behavioral interventions and supports)</p>	<p>Time, funding for professional development for PBIS and Ruler.</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to establishing learning environments based on mathematical instructional practices that promote student learning, engagement</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 at grade level for math by the time they enter the fifth grade. This goal emerged as a commitment because our students have been below grade level for many years, and it is even more concerning post pandemic.</p> <p>53% of our current Third grade cohort students are at or above grade level in math. By June of 2024 we would like to see an increase of 7% or 12 additional students at or above math level (mean NWEA RIT). 18% of our current Fourth grade cohort students are at or above grade level. By June of 2024 we would like to see an increase of 12% or an additional 20 students on grade level in math. 14% of our current Fifth grade cohort students are at or above grade level in math. By June of 2024 we would like to see an increase of 12% or an additional 14 students on grade level in math.</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>

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>

Commitment 2

End-Of-The-Year Goals	2023-2024 NWEA growth score in math, Math Running Records, Grade 3 NYS (New York State) Assessments in math.	Increase the percentage of students at or above grade level in math NWEA RIT. The NWEA in 3 rd grade will be the first assessment in which students must read the test independently unless the student has testing modification required under 504 or IEP.									
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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			
Staff Survey	I use my Math WIN time to meet the individual needs of my students.	75%	
Family Survey	I feel supported by the Rutherford staff in helping my child find academic 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>

Commitment 2

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. The NWEA in 3 rd grade will be the first assessment in which students must read the test independently unless the student has testing modification required under 504 or IEP.									
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	3RD	53%									
4TH	24%										
5 TH	20%										

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	Improvement in student assessment grades and participation in classroom lessons.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Math 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> <p>Teachers will have 40 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 will be used to further support the 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, this period allows students to be pulled for supplemental services in mathematics, with minimal interruption to core instruction. 	<p>Funds for professional development to train teachers and coaches in strategies for tier 1, 2 and 3 in math.</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>

Commitment 2

	<ul style="list-style-type: none"> Instructional Coaches, classroom teachers, AIS (Academic Intervention Services) 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, and common assessments through our core program (Big Ideas).</p>	
Weekly MTSS (Multi-Tiered System of Support) 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.
Assessment Calendar	The district aligned the calendar with set dates for math running record and Big Ideas assessments. Teachers need to log data on the One Drive document within five days of the testing window closing.	Time to create a schedule of test dates and data dumps.
Monitoring of programs by Assistant Superintendent of Curriculum and Instruction, Directors and building Administrators	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), elevated expectations (higher levels of Bloom Taxonomy), student teacher interactions, grouping, and time management.	Schedule for “look-Fors”
Math Instructional Coaches	<p>Rutherford Elementary will develop an evidence-based instructional coaching program that provides a clear process to foster positive learning experiences for Rutherford students. In addition, the district team will include an evaluation process to determine the success and next steps to support Instructional Coaches and building principal.</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 Rutherford Elementary.</p>	<p>Time to create, implement, and evaluate coaching programs.</p> <p>Funds to attend the Teaching Learning Coaching Conference, October 2024.</p> <p>Funds to attend Instructional Coaching Group 5 Day Intensive Instructional Coaching Institute, July 2024.</p>

Commitment 2

	<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 communication skills for healthy conversations, deeper engagement in the classroom, and how to best utilize coaching tools and resources.</p>	<p>Schedule meetings with instructional coaches and administration each month.</p>
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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 establishing learning environments based on English/ Language Arts instructional practices that promote student learning, engagement</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 at grade level for ELA by the time they enter the fifth grade. This goal emerged as a commitment because our students have been below grade level for many years, and it is even more concerning post pandemic.</p> <p>60% of our current Third Grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 10 % or 20 additional students read on grade level. 31% of our current fourth grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 37% or 24 additional students reading on grade level. 27% of our current Fifth grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 41% or 24 additional students read on grade level.</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 ELA.</p>

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>

Commitment 3

End-Of-The-Year Goals	2023-2024 NWEA score in ELA, HMH Reading Inventory, SGAT Screening tool. Grade 3 NYS Assessments in ELA.	Increase the percentage of students reading at or above grade level mean NWEA RIT. The NWEA in 3 rd grade will be the first assessment in which students must read the test independently unless the student has testing modification required under 504 or IEP.									
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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 time effectively to meet the individual needs of my students.	75%	
Family Survey	I feel supported by the Rutherford staff in helping my child academic 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 (complete when reviewing mid-year data)

Commitment 3

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). The NWEA in 3 rd grade will be the first assessment in which students must read the test independently unless the student has testing modification required under 504 or IEP.									
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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			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 3

<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>ELA (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 many web-based programs focused on grade-level or above grade-level standards. • Also, this period allows students to be pulled for supplemental services in reading and mathematics, with minimal interruption to core class time. • Instructional Coaches, classroom teachers, AIS teachers and teaching assistants will identify and support student needs. WIN will be offered daily in ELA (English Language Arts) for 40 minutes and 40 minutes in math. <p>To monitor ELA student growth, we 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 HMH reading inventory assessment (when reading level appropriate).</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 Wonders coaches.</p>

Commitment 3

	Crucial support for the instructional staff for McGraw-Hill Wonders, SGAT and Big Ideas curriculum and strategies to use in the classroom.	
BI-Weekly MTSS data meetings	Common grade level teachers meet weekly to use data to drive instruction and properly identify student tiers as they progress.	
Small Group Automation Tool (SGAT)	SGAT is a comprehensive research-based approach to literacy that includes assessments, effective learning instruction strategies, and research supported intervention models. Professional development and training to provide students with reading skills and assessments. Students will master the skills assessments and move to the next level.	
Assessment Calendar	The district aligned the calendar with set dates for NWEA, Reading Inventory, McGraw-Hill Wonders assessments. Teachers need to log data on the One Drive document within five days of the testing window closing.	
Monitoring of programs by Assistant Superintendent of Curriculum and Instruction, Directors, and Building Administrators	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), elevated expectations (higher levels of Bloom Taxonomy), student teacher interactions, grouping, and time management.	
ELA Instructional Coaches	Rutherford Elementary will be developing an instructional coaching program that is evidence-based, that provides a clear process to foster positive learning experiences for Rutherford 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>Time to create, implement, and evaluate coaching programs.</p> <p>Funds to attend the Teaching Learning Coaching Conference, October 2024.</p> <p>Funds to attend Instructional Coaching</p>

Commitment 3

	<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 Rutherford 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 communication skills for healthy conversations, deeper engagement in the classroom, and how to best utilize coaching tools and resources.</p>	<p>Group 5 Day Intensive Instructional Coaching Institute, July 2024.</p> <p>Schedule meetings with instructional coaches and administration each month.</p>
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COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to building family and community engagement opportunities that will build authentic relationships rooted in trust, transparency, and communication.</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>Rutherford Elementary administrators, faculty and staff will meet commitments 1, 2 and 3 if they work on strengthening family engagement and their presence in the school. Our families will benefit from community resources which consequently support the stability of student academics and acceptance at Rutherford Elementary.</p> <ul style="list-style-type: none"> • Initial feedback from families indicates an interest in more family engagement evenings. • 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>
<p>End-Of-The-Year Goals</p>	<p>Attendance at school sponsored family and EPIC events. The number of teachers using translators has increased the number of communications translated for Rutherford Families.</p>	<p>Increase in the number of events offered at Rutherford Elementary. Increase in the number of families in attendance. Increase in the number of “Good News from Rutherford” postcards sent to families. Increase access to translator</p>	

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

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

Commitment 4

Student Survey			
Staff Survey	I feel like I have developed a caring relationship with students. I have developed materials for the parents of my students to support their child's academic success.	95% 75%	
Family Survey	I feel welcomed by the staff at Rutherford Elementary. The Rutherford Elementary school staff communicate well with the school community.	95% 95%	

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)	Attendance at school sponsored family and EPIC events. The number of teachers using translators has increased the number of communications translated for Rutherford Families.	Increase in the number of events offered at Rutherford Elementary. Increase in the number of families in attendance. Increase in the number of "Good News from Rutherford" postcards sent to families. Increase access to translators. Every student enrolled at Rutherford Elementary receives a "Good News from Rutherford" postcard	

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 4

Student Data	Number of “Good News from Rutherford” postcards	Each student enrolled at Rutherford receives at least three postcards by the end of the 2023-2024 school year.	
Adult/Schoolwide Behaviors and Practices	Track attendance and number of events offered at Rutherford Elementary. Office tracks the number of “Good News from Rutherford” postcards by homeroom	Increase in the use of translator for Rutherford communication with families, Increase in the number of families attending events.	
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Family Engagement Committee (FEC)	<p>Continue to have an active FEC with parent representation.</p> <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 Rutherford”</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.

Commitment 4

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.	<ul style="list-style-type: none"> • Partner with EPIC to host quarterly evening workshops for families at the school. • “Afternoon Tea with the Principal ”to answer any questions and provide support to families. 	Contract with EPIC for quarterly workshops.

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
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>We believe that Principal Leadership Development will support all commitments that Rutherford 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.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>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 can ensure that excellent teaching and learning are part of every classroom. Both the principal and assistant principal are new to their roles at Rutherford Elementary and will need intensive training to foster school improvement.</p>

Evidence-Based Intervention

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	Role
Christopher Palmer	Rutherford Principal (RETIRED)
Veronica Serrano	Rutherford Assistant Principal
Theresa Carlin	MCSD Assistant Superintendent of Curriculum and Instruction
Keith Petzinger	Director of ELA, Social Studies, and the Arts
Connie Avery-Cheng	Rutherford AIS Teacher
Jill Yannetta	Rutherford Instructional Coach
Ryan Speer	Rutherford Math Coach
Jennifer Rodriguez	Rutherford 3 rd Grade Teacher
Billy Jean McGinnis	parent
Tashara Bridgeforth	parent
Michelle Knowlton	MCSD Facilitator

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		
5/22/2023	X						
6/5/2023	X	X					
6/13/2023			X	X			
6/14/2023					X		
6/26/2023						X	
7/6/2023							X
7/7/2023							X
7/24/2023							X
7/25/2023							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.