



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Alexandria CSD	Alexandria Elementary	PK-6

Collaboratively Developed By:
The **Alexandria Elementary** SCEP Development Team

*And in partnership with the staff, students, and families of **Alexandria Elementary School.***

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Our first commitment is to promote the daily attendance of all students at Alexandria Elementary School.</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>A commitment to attendance aligns with our vision of Alexandria Elementary as a place students want to attend every day. Currently, in surveying staff, there was not a strong agreement that students are in attendance regularly. Moreover, when reviewing our SIRS chronic absenteeism data from the 21-22 and 22-23 school years, we found increasing chronic absenteeism rates, growing by more than 5% from 17.2% last year to 22.6% this school year. While chronic absenteeism and daily attendance are two different measures, committing to supporting students' daily attendance will in turn support a decrease in chronic absenteeism rates.</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>
<p>End-Of-The-Year Goals</p>	<p>We will be reviewing our SIRS data for chronic absenteeism and daily attendance rates.</p>	<p>When we review this data, we hope to see a decrease in chronic absenteeism rates and an increase in daily attendance rates in all subgroups.</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>
<p>Student Survey</p>	<p>I come to school every day</p>	<p>100% agree or strongly agree</p>	
<p>Staff Survey</p>	<p>Students attend school regularly</p>	<p>100% agree or strongly agree</p>	

Commitment 1

Family Survey	My student attends school every day	100% strongly agree or agree	
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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)	Schooltool Attendance Daily Attendance Reports, SIRS Attendance Reports (107, 361, 360)	We hope to see a decreased chronic absenteeism rate (target 5%) and an increased daily attendance rate (target 100%)	

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	Schooltool and SIRS Attendance Data Reports	Quantitative Data: A decrease in chronic absenteeism rates and an increase in daily attendance rates	
Adult/Schoolwide Behaviors and Practices	Observations and Interviews: Staff promoting student daily attendance	Qualitative: Increased positive relationship building, early identification of students who are struggling with daily attendance	
Student Behaviors and Practices	Observations and Interviews: Students excited to come to school every day	Qualitative: Present every day, excited and ready to learn, decreased late arrivals and early dismissals	

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?
Personalized postcards for students attendance	Teachers will send postcards out monthly to families of students who are attending school daily or have made growth in their attendance from month to month. These personalized postcards will be encouragement to improve and maintain good attendance. It will also help build relationship between families and school.	Resources needed to support this strategy include: printing, postage, and teacher time to complete the postcard
Positive attendance incentives for chronically absent students	School support staff will meet monthly with the MTSSi team to discuss chronically absent students. The MTSSi team will work with the classroom teacher and student to set a goal for positive attendance for the upcoming month and provide support needed to be successful. Students will receive an ice cream coupon for meeting their monthly goals.	Resources needed to support this strategy include: Incentives, and counselor, SRO, and social worker availability
Accurate attendance data reporting	School administration and office staff will receive training on school management system best practices with regard to attendance data entry and report verification	Resources needed to support this strategy: Professional development support from RIC and time and salary for training
Attendance data meetings	Monthly MTSSi meetings will include the sharing of attendance data by the school support staff. This information will be shared with staff at faculty meetings, grade level meetings, and through electronic communication.	Resources needed to support this strategy: Printed reports and RIC staff to access and aggregate the data
Book study about positive relationship building	Educators will participate in a book study related to the building of positive relationships with students	Resources needed to support this strategy: Books, time and salary for professional development
Attendance data walls	Daily attendance rates for the school will be posted in the hallway for students to share in	Resources needed to support this strategy:

Commitment 1

	and celebrate together every morning as encouragement and support positive daily attendance behaviors	Collection plan, materials for wall display, incentives
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Our second commitment at Alexandria Elementary School is the promotion of student literacy for all learners, with a specific focus on students with disabilities.</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>Our second commitment to the promotion of literacy aligns with the mission/vision of Alexandria CSD to support all learners in achieving academic excellence. When interviewing students, we learned that students did not reference ELA as part of what makes the school day the best day they have ever had. One student even said that ELA makes them fall asleep. Additionally, in reviewing our ELA state test scores from 21-22, we found that a third of our students earned a Level 1 on the state assessment, and all but 1 student from the SWD subgroup earned a Level 1 on the ELA state assessment. Through greater support of literacy initiatives, student performance in ELA should increase.</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>
<p>End-Of-The-Year Goals</p>	<p>SIRS Reports (310 and 106) and Level 1 Instructional Reports</p>	<p>We hope to see an increase in Levels 2-4, a decrease in Level 1s, and increased success by standard in comparison to prior school years.</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>
<p>Student Survey</p>	<p>I think I have the skills to be successful on the ELA state assessment</p>	<p>100% strongly agree or agree</p>	
<p>Staff Survey</p>	<p>I believe students have the literacy skills they need to be successful on the ELA state assessment</p>	<p>100% agree or strongly agree</p>	

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Family Survey	My child is prepared for the NYS ELA assessment	100% strongly agree or agree	
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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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	STAR data, classroom assignments, and report card data	Students acquiring the literacy skills needed to be successful on the ELA assessment in the Spring 2024	

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	Fall STAR data	Quantitative: 100% of students on grade level	
Adult/Schoolwide Behaviors and Practices	Lesson plans	Qualitative: Daily lessons that inspire and incorporate literacy best practices	
Student Behaviors and Practices	Interview and Observations: Engagement with reading and writing	Qualitative: Positive feedback about excitement and engagement during reading and writing activities	

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,

Commitment 2

		Individuals) are necessary to support these strategies?
Literacy Professional Development	Educators will receive professional development regarding literacy best practices and instructional strategies	Resources needed to support this strategy include: Funds for training, time and salary for staff, purchasing of support materials
Vocabulary in Daily Announcements	Students will hear tier two vocabulary daily in the morning announcements and teachers will incorporate the daily vocabulary into their ELA lessons and interventions	Resources needed to support this strategy include: time and salary for staff planning and coordination
Pilot Tiered Fluency Interventions	Tiered fluency strategies and interventions will be piloted in the classroom to create personalized, student-centered learning experiences for all	Resources needed to support this strategy include: time and salary for professional development about tiered interventions, materials to support tiered interventions, space and time to implement fluency strategies, meeting time to review data collected from the pilot and make adjustments to the implemented strategy
Hands-on literacy manipulatives for learners	Students will have access daily to literacy manipulatives which engage and have the student putting their hands on the learning during periods of reading and writing	Resources needed to support this strategy include: Purchasing hands-on manipulatives, training time and salary for professional development and integration of new resources into lesson plans, instructional coach to support with implementation in the classroom

Commitment 2

<p>Curriculum/Data mapping for alignment of literacy practices</p>	<p>Teachers will review ELA assessment data and align curriculum mapping to leverage the most frequently assessed reading and writing standards</p>	<p>Resources needed to support strategy include: Time and salary for staff to review data reports and complete curriculum maps, RIC staff member to provide data professional development, data wall/project/dashboard for viewing the data</p>
<p>Formalizing MTSSi Process for ELA</p>	<p>School leadership, through collaboration and continuous review, will define the process in which all stakeholders will follow regarding MTSSi in the elementary school</p>	<p>Resources needed to support strategy include: Time and salary for meeting, planning, and developing MTSSi process, staff member to lead and support MTSSi process across the elementary school as this is ongoing work</p>
<p>MTSSi Facilitator and Teacher - Leader</p>	<p>During the 2023-2024 school year, the district will support a 12-month MTSSi facilitator and teacher - leader to teach, guide, and facilitate best literacy practices in the classroom. The teacher - leader will support staff by providing professional development on best literacy practices, formalizing a MTSSi system, and providing feedback and guidance for personalized and explicit interventions.</p>	<p>Resources needed to support strategy include: Time and salary for planning and developing professional development, personalized and explicit interventions, and the ongoing MTSSi work.</p>
<p>Summer Tutoring</p>	<p>During the 2023 summer, staff will be working with 25-40 students who need additional academic support to maintain their knowledge and skills during summer break.</p>	<p>Resources needed to support strategy include: Time and salary for summer tutoring.</p>

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.

X 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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment #2: Student Literacy
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	In reviewing our data, we found our student population to be changing, specifically our student with disability population, as students have transited from out-of-district placements back to our school community. Moreover, in reviewing our assessment data from 21-22, the majority of our student population is not proficient on the NYS ELA assessment. In surveying families, we learned that almost a third of families responded negatively to the question, “The school meets the academic needs of your student.” Employing the evidence-based intervention strategy of instructional coaching will support the implementation of more rigorous and targeted literacy interventions in our elementary school, which we hope will result in higher assessment performance by students, more opportunities for teacher collaboration and growth in the classroom, and in turn a positive

Evidence-Based Intervention

	response in future family surveys regarding academic need.
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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
Kylie Morgia	Principal
Meredith Graveline	Parent/Guardian
Betty Compeau	Parent/Guardian
Jessica Durand	Special Education Teacher
Chelsea Foster	Special Education Teacher
Julie Henry	Special Education Teacher
Andrea Miller	School Psychologist
Pam Monica	CSE Chairperson
Katie Durand	School Counselor
Michele Carr	Speech Pathologist

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
3/23/23	X	X		X			
3/28/23	X	X		X			
4/27/23	X	X					
5/15/23			X		X		
5/25/23			X		X	X	
6/6/23							X
6/14/23							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

Student interviews were a valuable point of data in informing our process. Students had really insightful feedback to share about their experiences at Alexandria Elementary School. Initially, we reviewed our SIRS data reports and released ESSA data spreadsheet to establish a baseline for our data review. We had collaborative conversations about what we value and the positive work we would like to support with this plan in the 23-24 school year through the envision and analyze activities. We then listened in our process through the unpacking of student interviews. The students presented glows like their enjoyment of SEL activities, and appreciation for the learning strategies teachers provide them with. Students also presented areas of growth for the committee's consideration including the desire for more peer-teaching opportunities and reflections on how they would like to spend their school day. As the plan was then developed the voices of the students from the interviews remained at the forefront of our 23-24 SCEP planning.

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.