



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Elmira City School District	Parley Coburn Elementary	3-6

Collaboratively Developed By:

The Parley Coburn Elementary SCEP Development Team

Name	Role
Matthew Burch	Principal
Jessica McMaster	Assistant Principal
Tyler Easterbrook	School Counselor
Anasah DeMember	Grade 3
Paula Hackett	Grade 3
Makenzi Moore	Grade 4
Erin Payne	Grade 5
Terri Richer	Grade 5
Mara McKeever	Grade 6
Stacey Vondracek	Grade 6
Bryanna Shazer	Social Emotional Learning TA
Alison Korn	Special Education
Toni Edwards	Parent Representative

And in partnership with the staff, students, and families of Parley Coburn Elementary School.

Guidance for Teams

Template

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

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>In our school and classrooms, we commit to every child seeing their identities, cultures, and interests, supported by a system that reflects their intellectual and developmental needs and characteristics as each student deepens connections with themselves, peers and adults.</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><i>Through the Envision – Analyze – Listen activities the Coburn team noted that we have made progress toward inclusion and equity for our student population. Students, parents, and teachers reported through surveys and student interviews that students feel they have a voice in the school and are aware that school is a safe place for them to attend and learn.</i></p> <p><i>After reviewing the Tenet 1 System and Structures Inventory, Coburn discerned that the building has monitored and promoted school connectedness through educational social platforms including Schoology and Class Dojo as well as monthly Town Meetings where students and parents are welcome to celebrate student success and learn about community resources available to our families. Coburn’s administration team also connects weekly with service providers through Kid Talk to support Response to Intervention (RtI) services and family social, emotional, and academic needs.</i></p> <p><i>In reviewing Coburn’s systematized approach to student’s feeling connected to school, the team identified that a more streamlined approach to student attendance incentives / programs in addition to reframing the RtI process to fully educate and include staff members throughout the building.</i></p> <p><i>The student interview process demonstrated many students want to be recognized as individuals and want a safe environment where they can be celebrated for their efforts and achievement:</i></p> <ul style="list-style-type: none"> • <i>Students want to work in groups and discuss topics of interest with peers.</i> • <i>Students shared that “state tests were hard” and that they want to learn and succeed at school.</i> • <i>Students enjoyed the Paw Pass incentive program at school for demonstrating positive behavior but would like to see the program grow and be more consistent.</i> <p><i>The student interview process and SCEP Team reflection collectively demonstrate that Coburn Systems for Culture would benefit from:</i></p>

Commitment 1

	<ul style="list-style-type: none"> • <i>Revising and strengthening of Behavioral/PBIS system and expectations is necessary.</i> • <i>Students (and teachers) are provided with a variety of options to build positive relationships that lead to trust and a positive school culture.</i> • <i>Knowing who our students are matters - being able to relate to each student is important, when we know something about each child, this really makes them feel a part of school.</i> • <i>The teacher–student connection is important. This includes the peripheral adults who also play key/critical roles.</i> • <i>Strong relationships are built on consistency.</i> <p><i>As a result, there needs to be continued professional development and action steps to incorporate opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. Additionally, Coburn’s systems and structures for PBIS, SEL, and school culture need to be streamlined and coordinated for intentional and cohesive programming building wide.</i></p> <p><i>The school recognizes the need to continue professional learning sessions focused on these topics throughout the 2022-23 school year.</i></p>
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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	Observing students appropriately defining and demonstrating use of the Coburn Community Attributes.	Students can identify and give examples of each of the Coburn Community attributes.	

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 1

Student Survey	Did the CCA(s) help you grow this year?	75%	
Staff Survey	Did the CCA(s) help your students grow this year?	75%	
Family Survey	Did you see evidence of the CCAs outside of school with your student?	60%	

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)	Fall survey data	We hope to see evidence and acknowledgement of the CCAs	

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	Attendance/discipline referrals	Increase in attendance rates, decrease in discipline referrals	
Adult/Schoolwide Behaviors and Practices	Community wide implementation of CCAs	Posting of CCAs in building and classrooms, use of common language regarding the CCAs among adults and students	
Student Behaviors and Practices	Classroom treatment agreements, restorative practices	Treatment agreements are posted in classrooms and throughout the building and students and adults consistently use CCA language.	

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

Commitment 1

		necessary to support these strategies?
Social Emotional Book a Day.	Providing a library for each grade level to read a story a day in connection to the MTSS themes and PBIS programming for Coburn.	Books, Podcasts, Newsela
Coburn Community Attributes	Ten attributes, one per month to be explored and practiced in SEL, PBIS, recess/lunch, classroom, specials, continuation of restorative practice and use of treatment agreements will support the monthly community attributes.	Posters with definitions and attributes listed (classroom sets and in hallways), PBIS incentives, Common language (ex: "I am a leader"), CCTV to communicate themes, aligning word of the week with monthly themes.

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to the whole school functioning as an effective professional learning community by establishing a strong educational team that ensures students make learning meaningful and intentional.</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><i>During the 2022 -23 school year, the professional learning community framework was practiced in grade level teams. Teams were prompted to engage in reviewing data focused on how to design instruction that meet the needs of diverse learners.</i></p> <p><i>This commitment was influenced by the How Learning Happens Framework with an emphasis on well-planned instruction leading to high impact learning including:</i></p> <ul style="list-style-type: none"> • <i>Adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential.</i> <p><i>The Coburn Community has discerned that the Professional Learning Community model needs to be broadened to include student voices and participation.</i></p> <p><i>The Envision – Analyze – Listen activities completed by the SCEP Team demonstrates a continued need to focus on:</i></p> <ul style="list-style-type: none"> • <i>More emphasis on enabling students to grow into independent learners by facilitating and supporting teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</i> • <i>Continued intentional systems and protocols that incorporate student voice and leadership by providing students with opportunities to discover, research, and build collaborative cultural frameworks that support student social, emotional and academic needs of student and adults of our community.</i> • <i>Continued Learning Communities to build schoolwide purpose for Data Driven goal setting between instructional staff and students encourage collaboration for student success.</i> <p><i>In the student interview process, students mentioned:</i></p> <ul style="list-style-type: none"> • <i>“I want to increase my test scores.... all tests... I don’t know how to go up – I went down this year.”</i> • <i>“I want to be taught strategies to calm down.”</i> <p><i>The student interview process and SCEP Team reflection demonstrates that there needs to be a focus on responsive unit & lesson design and assessment for learning:</i></p> <ul style="list-style-type: none"> • <i>Design instruction (and learning) that takes into consideration where students are (pre-assessment) and how far along their learning they have come (progress monitor) and adjust as needed. - Better Lesson</i> • <i>Students demonstrating resilience and with work, can persevere.</i> • <i>Students feel they improved in math and ELA based upon data</i> • <i>Ensure instruction and learning, as well as expectations and follow-through, are built around access and equity.</i>

Commitment 2

	<p><i>As a result, the school recognizes the need to continue professional learning sessions focused on these topics throughout the 2022-23 school year. This would include working with Better Lesson and a focus on improving how the school designs instruction and learning based on effective use of data (professional learning community data teams).</i></p> <p><i>Coburn has begun discussions of grade level team goals to address collaborative planning of culturally responsive lessons and curriculum. Coburn will begin to target key areas within the school day where student voice and student led decision making will drive Coburn Community activities.</i></p>
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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	Digital portfolio examples, RTI data and grade-level data, creation and execution of student leadership teams	Evidence of digital portfolios, using data to drive instruction, student leadership teams are reflective of the CCAs.	

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	Did your digital portfolio show ownership of your learning this school year?	75%	
	Were there enough opportunities to be a school leader?	75%	
Staff Survey	Were there enough opportunities for your students to have leadership roles?	75%	
	Did you implement digital portfolios in your classroom?	75%	
	Did data meetings help drive instruction?	75%	

Commitment 2

Family Survey	Did you have access to your student's digital portfolio?	75%	
	Was your student provided the opportunity to be a school leader?	75%	

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)	Implementation of student digital portfolios, Establishment consistent data meetings, Student participation on leadership teams	Stakeholders are knowledgeable and reflective of the learning community.	

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	Digital portfolios, participation in student leadership teams, increase in student achievement	We hope to see 50% of our student population using digital portfolios to showcase their learning, student exposure to student leadership positions has increased	
Adult/Schoolwide Behaviors and Practices	Implementation of digital portfolios, staff participation in data meetings	Evidence of digital portfolios, utilization of data to drive instruction	

Commitment 2

Student Behaviors and Practices	The use of digital portfolios, exposure to leadership opportunities	Students are knowledgeable of leadership opportunities and are responsible for their digital portfolios	
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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?
Data Driven Instruction	Grade level data meetings and data driven RTI discussions with staff.	Creating a building protocol for RTI
Student Leadership Teams	CCTV, PBIS Kids, Leadership Team	Teacher volunteers to run student groups, time in schedule and spaces within the building to meet with student teams, technology to create (printers, computers etc.).
Digital Portfolios	Students will document their academic scores and set personal goals for academic success.	Staff training on how to set up digital portfolios, 1:1 devices, time in schedule for push-in support

Commitment 3

Commitment 4

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)	Commitments 1 and 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>Through the Envision – Analyze – Listen activities the Coburn team noted that we have made progress toward inclusion and equity for our student population. Students, parents, and teachers reported through surveys and student interviews that students feel they have a voice in the school and are aware that school is a safe place for them to attend and learn.</p> <p>Through our Coburn surveys and interviews, we have identified that student attendance is an area that still can be improved. Additionally, we identify that we have more work to be done in providing students equitable opportunities for learning building wide.</p> <p>Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and must include at least one of the following activities:</p> <ul style="list-style-type: none"> • high-quality mentoring and coaching, • peer observations,

Evidence-Based Intervention

- visits to other schools, principals networks and conferences,
- participation in professional development with teachers
- guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching

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
Matthew Burch	Principal
Jessica McMaster	Assistant Principal
Tyler Easterbrook	School Counselor
Anasah DeMember	Grade 3
Paula Hackett	Grade 3
Makenzi Moore	Grade 4
Erin Payne	Grade 5
Terri Richer	Grade 5
Mara McKeever	Grade 6
Stacey Vondracek	Grade 6
Bryanna Shazer	Social Emotional Learning TA
Alison Korn	Special Education
Toni Edwards	Parent Representative

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
4/18/23	X						
5/3/23	X						
5/4/23	X						
5/10/23	X	X	X				
6/7/23			X				
6/20/23				X	X		
6/21/23					X		
7/7/23	X					X	
7/21/23		X	X			X	X
7/28/23							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

The student interview process drove our SCEP planning by providing a view of Parley Coburn through the lens of our students. The SCEP team found the interview process to be connecting and enlightening. Student voice is evident in the language of this SCEP. Their opinions and suggestions drove the commitments and strategies for this 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.