



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Sherburne - Earlville Central School District	Sherburne - Earlville Elementary School	UPK - 5th Grade

Collaboratively Developed By:

The Sherburne - Earlville Elementary School SCEP Development Team:

Babcock, Claudia	Elem	Reading Teacher
Busce, Frank	Elem	Science Teacher
Carmon, Bridgette	Elem	2nd Grade Teacher
Davis, Kylie	Elem	Music Teacher
Dawkins, Bridgette	Elem	1st Grade Teacher
Edwards, Wendy	Elem	3rd Grade Teacher
Emhof, Jolene	Elem	Intermediate Principal (Grades 3-5)
Fenton, Keeley	Elem	5th Grade Teacher
Halliday, Antoinette	District	Director of Curriculum, Instruction, and Assessment
Johnson, Heidi	Elem	4th Grade Teacher
Maltzan, Lydia	Elem	Teaching Assistant
May, Melanie	Elem	Physical Education Teacher
Morris, Jeff	Elem	Primary Principal (Grades UPK -2)
Mullin, William	Elem	School Social Worker
Mullen, Austin	Elem	Kindergarten Teacher
Murray, Karen	Elem	5th Grade Teacher/SETA President
Parsons, Sara	Elem	Special Education Consultant Teacher
Rinaldo, Ginger	District	Director of Special Education
Schwartz, Susana	Elem	Parent
Shapley-Blenis, Jessica	Elem	Special Education Consultant Teacher
Simmons, Kerry	Elem	Parent, PTO President
Thorne, Amy	Elem	Reading Teacher

And in partnership with the staff, students, and families of SHERBURNE - EARLVILLE 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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "[How Learning Happens](#)," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**"

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School's Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to delivering exceptional learning opportunities for all.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• How does this commitment fit into the school's vision?• Why did this emerge as something to commit to?• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?• What makes this the right commitment to pursue?• How does this fit into other commitments and the school's long-term plans?	<ul style="list-style-type: none">• We believe that each student should be inspired and empowered to reach their full potential.• S-E's Vision Statement is: <i>An innovative, high performing rural school district delivering educational excellence.</i> We need to ensure that every student is afforded high-quality, engaging, and motivating learning experiences.• According to our Equity Self-Reflection survey, we are emerging in the area of highlighting materials that represent and affirm student identities. The Team would like more information about the resources we have, how they are being used, and what is needed to further our growth in this area.• When fifth graders were asked to give an overall rating of how much they were challenged each day on a 1-10 scale, all reported a 5 or 6.• Each student needs to be engaged in meaningful, rich learning that is relevant to them (<i>How Learning Happens, 2021</i>).• This step will foster the implementation of rigorous learning environments to increase student inquiry, innovation, and collaboration, as outlined in our Strategic Plan. <p><small><i>How Learning Happens.</i> (2021). America's Promise Alliance. Retrieved July 5, 2021, from https://www.americaspromise.org/hlhframework</small></p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Math Audit</p>	<p>We will work with a BOCES liaison to conduct both internal and external audits. Audit procedures, as defined by DCMO BOCES, will be implemented. As part of the audit, we will evaluate the depth of knowledge being accessed during presented activities. In addition, relevance and engagement will be analyzed.</p>	<p>Math Internal Audit (October) Math External Audit (November) Communicate findings (December)</p> <p>Curriculum Writing/Adjusting as per findings of the audit (Summer 2022)</p>	<p>BOCES Liaison Contractual Days, Director of CIA days devoted to audit, coverage for teams for training as well as classroom visits and analysis, support for final report dissemination</p> <p>Subsequent training/resources will be required to address the outcomes and findings of the audit.</p>
<p>ELA Audit</p>	<p>We will work with a BOCES liaison to conduct both internal and external audits. Audit procedures, as defined by DCMO BOCES, will be implemented. As part of the audit, we will evaluate the use of diverse materials, utilizing a tool such as the Culturally Responsive Curriculum Scorecards developed by the Education</p>	<p>ELA Internal Audit (January/February) ELA External Audit (February/March) Communicate findings (April/May)</p> <p>Curriculum Writing/Adjusting as per findings of the audit (Summer 2022)</p>	<p>BOCES Liaison Contractual Days, Director of CIA days devoted to audit, coverage for teams for training as well as classroom visits and analysis, support for final report dissemination</p>

	Justice Research and Organizing Collaborative (EJ-ROC) at NYU.		Subsequent training/resources will be required to address the outcomes and findings of the audit.
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	5 - The instructional materials used in our school (e.g., textbooks, handouts) reflect diverse cultures and ethnicities.	85%
Staff Survey	5 - The district provides instructional materials (e.g., textbooks, handouts) that reflect diverse cultures and ethnicities.	85%
Family Survey	5 - The district provides instructional materials (e.g., textbooks, handouts) that reflect diverse cultures and ethnicities.	85%

We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> <p>When asked to give an overall rating of how much they were challenged each day (on a likert scale), the average student response will be > 6.</p> <p>By the end of the year, we strive to have thorough analyses of our current ELA and Math programs. This information will be used to determine next steps.</p>
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COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to ensuring a caring, safe, and inclusive learning environment.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	<ul style="list-style-type: none">• We believe that students learn best in a caring, safe, and inclusive environment (<i>How Learning Happens, 2021</i>).• In the 2020-2021 school year, we had an increase in reports of incidents of culturally insensitive behavior. Socioeconomic inequities were more greatly exposed when students were presented with online learning requirements.• Teachers reported having more awareness of subtle student microaggressions as students were more confined with their cohorts as per COVID regulations.• In our student interviews, students reported feeling safe at school. However, their statements were highly focused on COVID protocols, not on interpersonal relationships.• According to the equity self-reflection, it was reported that we are limited in the ways in which we gather input about school climate from all stakeholders.• In all three surveys (teachers, parents, and students), less than 70% of participants reported students were being equipped with strategies to manage stress levels. <p><i>How Learning Happens. (2021). America's Promise Alliance. Retrieved July 5, 2021, from https://www.americaspromise.org/hlhframework</i></p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Expand the Second Step Curriculum to K-5.</p>	<p>The Second Step curriculum has been partially implemented by the school counselor in grades K-2. This curriculum will be expanded horizontally, as well as vertically.</p>	<p>Counselor-led classroom lessons will occur 1x per 6-day cycle. This will be added to the master schedule for all grade levels (August).</p> <p>Counselors will send “Home Link” resources to families (September through June).</p> <p>Principals will link “Follow Through” activities via the Launch Pad (September through June).</p>	<p>An additional counselor has been added for 3rd through 5th grades. Time for both counselors to implement lessons is needed. Lesson times will be added to schedules. Materials and supplies will be needed to implement the expanded SEL curriculum. An online home-school communication platform will be utilized (Seesaw).</p>
<p>Assess and monitor social-emotional well-being.</p>	<p>An SEL screening tool will be utilized to provide pre and post data.</p>	<p>A screener will be identified and purchased (August). Teachers will be trained to administer the screener (September/October). The</p>	<p>Access to an online screening tool and data management system must be secured. Support for training</p>

		<p>screener will be administered in the first and fourth quarters of the school year to all students. Results will be discussed with grade level teams.</p>	<p>and data analysis and dissemination will need to be provided.</p>
<p>Improve school culture and support the development of positive interpersonal relationships, including fostering discussions about diversity, equality, and inclusion.</p>	<p>Teachers and staff members will be trained in Restorative/Community Circle practices.</p> <p>Restorative/Community Circles will be implemented during meetings</p>	<p>Staff will engage in Circle training (October). Staff will participate in a Circle (December). Circles will be implemented during staff and professional development days for small group staff SEL discussions.</p>	<p>We will contract with our BOCES Liaison to provide training for this initiative (Purchased Services with BOCES). Time will be needed to plan and implement the circles.</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	27 - The district places a priority on addressing students' mental health needs. 28 - At school, I have learned strategies to manage my stress levels.	85% 75%
Staff Survey	27 - The district places a priority on addressing students' mental health needs. 28 - The district places a priority on teaching students strategies to manage their stress levels.	85% 75%
Family Survey	27 - The district places a priority on addressing students' mental health needs. 28 - The district places a priority on teaching students strategies to manage their stress levels.	85% 75%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By the end of the year, we will have social-emotional screening data for our entire student body.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Both Commitments are heavily centered on self-reflection and analysis. While we want to review where we are as a building, this introspective review will be facilitated in PLCs throughout the school community. Through this structure, we are able to gain the input of a multitude of stakeholders.

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) as follows	

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) as follows	
Link to research study that supports this as an evidence-based intervention (the study must	

include a description of the research methodology

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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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Babcock, Claudia	Reading Teacher
Busce, Frank	Science Teacher, UPK-5 Science Department Chairperson
Carmon, Bridgette	2nd Grade Teacher
Davis, Kylie	Music Teacher
Dawkins, Bridgette	1st Grade Teacher
Edwards, Wendy	3rd Grade Teacher
Emhof, Jolene	Intermediate Principal (3rd-5th Grade)
Fenton, Keeley	5th Grade Teacher, UPK-5 Math Department Chairperson
Halliday, Antoinette	Director of Curriculum, Instruction, and Assessment
Johnson, Heidi	4th Grade Teacher
Maltzan, Lydia	Teaching Assistant
May, Melanie	Physical Education Teacher
Morris, Jeffrey	Primary Principal (UPK - 2nd Grade)
Mullin, William	School Social Worker
Mullen, Austin	Kindergarten Teacher, UPK-5 ELA Department Chairperson
Murray, Karen	5th Grade Teacher, S-E Teachers' Association President
Parsons, Sara	Special Education Consultant Teacher
Rinaldo, Ginger	Director of Special Education
Schwartz, Susana	Parent

Shapley-Blenis, Jessica	Special Education Consultant Teacher
Simmons, Kerry	Parent, PTO President
Thorne, Amy	Reading Teacher

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

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	Interviewing Students/ Review of Interviews	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
Monday, July 19, 2021	X	X	X	X		
Tuesday, July 27, 2021				X	X	X
Wednesday, July 28, 2021				X	X	X

Learning As A Team

Directions

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

Student Interviews

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

The student interviews were helpful in designing our plan. The interviewing team reported that students were eager to participate and share their ideas. Through this process, we were able to gain a sense of how students viewed themselves in the educational process. We were surprised to learn that students saw schooling as separate from their outside lives, not related or connected. This notion prompted a desire for a review of our programming to gain a better handle on how to make adjustments. In addition, students freely shared that stress sometimes hinders their success. As this is amplified during the pandemic, it is clear that we needed to focus on social-emotional learning.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The equity self-reflection highlighted many successful initiatives within the school, including One School, One Book, Claudia's Closet, and opportunities offered for families to engage in literacy and arts nights. It was evident that we need to build on these positive efforts. Respondents reported that there are "pockets" of social-emotional learning opportunities in the building. Answers reflected a lack of knowledge about available resources to highlight diverse student identities.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: 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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.