



School Comprehensive Education Plan 2022-2023

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

Collaboratively Developed By:

The Sherburne-Earlville Elementary School SCEP Development Team

The Sherburne - Earlville Elementary School SCEP Development Team:

Babcock, Claudia	Elem	Literacy Coach
Busce, Frank	Elem	Science Teacher
Carmon, Bridgette	Elem	2nd Grade Teacher
Davis, Kylie	Elem	Music Teacher
Edwards, Wendy	Elem	3rd Grade Teacher
Emhof, Jolene	Elem	Intermediate Principal (Grades 3-5)
Fenton, Keeley	Elem	Math Coach
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
Shapley-Blenis, Jessica	Elem	Special Education Consultant Teacher
Simmons, Kerry	Elem	Parent, PTO President

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

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 2022-23 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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to delivering exceptional learning opportunities for all.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into 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 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. ● 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.

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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementation of Eureka Math² Curriculum K-5</p>	<p>We will purchase the curriculum and provide 2 days of professional development by Great Minds for all teachers.</p>	<p>Principals and Math Coach will implement a learning walk protocol to monitor the implementation of the curriculum. We will determine the areas of effective math instruction, as well as areas in which teachers need additional targeted support and professional development</p>	<p>Great Minds Trainer Math Coach Two days in the summer (August 16 & 17) devoted to training and additional time during the school year, as needed (provided by other funding sources)</p>
<p>Hire a Math Coach for grades UPK-5</p>	<p>The math coach will conduct learning walks and provide positive feedback, as well as professional development to provide targeted support</p>	<p>Principals will survey teachers regarding effectiveness of professional development and coaching services. Principals and Director of Curriculum, Instruction and Assessment will review student data for Module Assessments</p>	<p>Add a Math Coach Provide an office space (provided by other funding sources)</p>

Commitment 1

<p>Hire a Literacy Coach for grades UPK-5</p>	<p>The literacy coach will conduct learning walks and provide positive feedback, as well as professional development to provide targeted support. She will also model effective practices for teachers.</p>	<p>Principals will survey teachers regarding effectiveness of professional development and coaching services. Principals and Director of Curriculum, Instruction and Assessment will review Acadience data 3 times/year</p>	<p>Add a Literacy Coach Provide an office space (provided by other funding sources)</p>
<p>LETRS Training Training Content: Unit 5 - The Mighty Word: Oral Language and Vocabulary Unit 6 - Digging for Meaning: Understanding Reading Comprehension Unit 7 - Text-Driven Comprehension Instruction Unit 8 - The Reading-Writing Connection</p>	<p>We will provide 4 days of LETRS training for all ELA teachers, as well as an additional 4 days of on-line training for any teacher who wants to become certified</p>	<p>The Principals and Literacy Coach will look for LETRS/Science of Reading Instructional Practices during learning walks. Principals will review Acadience data 3 times/year</p>	<p>Director of Curriculum, Instruction and Assessment, Literacy Coach (Certified LETRS Trainers) need to be trained and certified in Volume 2. Participant Bundles Training Dates for teachers: Summer 2023 Supplemental Foundations and Heggerty materials need to be purchased to support the implementation of this training.</p>

Commitment 1

End-of-the-Year Desired Outcomes

Schools 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	What we learn at this school prepares me to succeed in the outside world.	Increase from 82.4% to 90%
Staff Survey	Our curriculum prepares students to succeed in the outside world	Increase from 62.5% to 80%
Family Survey	The curriculum at S-E prepares students to succeed in the outside world	Increase from 70% to 80%

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 2022-23 school year.

All teachers will implement the Eureka Math Squared program with fidelity

The math coach will observe each teacher and provide individual feedback and/or training throughout the school year.

The literacy coach will observe each teacher and provide individual feedback and/or training to improve literacy instruction

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to ensuring a caring, safe, and inclusive learning environment.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into 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 our student interviews students reported that the Second Step Curriculum helped them to identify bullying behaviors and to know what to do if bullying occurs. They reported an increase in empathy, as a result of roleplaying scenarios.

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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Expand the Second Step Curriculum to UPK-5.</p>	<p>The Second Step curriculum will be utilized in grades UPK-5.</p>	<p>Counselor-led classroom lessons will be taught 1x per 6-day cycle.</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>The new Second Step Elementary Digital Curriculum has been purchased and a class for Second Step has been included in the master schedule for each homeroom teacher</p>

Commitment 2

<p>Assess and monitor social-emotional well-being.</p>	<p>The DESSA Assessment Tool will be utilized to provide pre and post data.</p>	<p>The screener will be administered in the first and fourth quarters of the school year to all students. Counselors and social workers will review DESSA results to identify students in need of tier 2 and 3 supports</p>	<p>The DESSA has been purchased and teachers have been trained to administer it.</p>
<p>Improve school culture and support the development of positive interpersonal relationships</p>	<p>Teachers and staff members will be trained in Restorative Circle practices.</p> <p>Restorative Circles will be implemented during meetings</p> <p>School Social Worker to present parenting classes afterschool to reinforce concepts being presented at school</p>	<p>Staff will engage in Circle training (September 7, 2022)</p> <p>Staff will participate in a Circle at least twice this school year.</p> <p>Parenting classes presented in the evening throughout the school year.</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> <p>Teacher’s schedules include a class meeting time for circle implementation.</p> <p>SSW hourly rate for meetings, Family Development manuals for parents</p>

End-of-the-Year Desired Outcomes

Schools 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	The district emphasizes showing respect for all students’ beliefs, backgrounds, and abilities	Increase from 92.3% to 95%
Staff Survey	The district emphasizes showing respect for all students’ beliefs, backgrounds, and abilities	Increase from 78.6% to 85%
Family Survey	The district emphasizes showing respect for all students’ beliefs, backgrounds, and abilities	Increase from 75% to 85%

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 2022-23 school year.
The results of the DESSA screening will be used to identify and provide appropriate counseling services for students
95% of students will report that the district emphasizes showing respect for all students’ beliefs, backgrounds and abilities

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:

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	Instructional Coaching and Professional Learning Communities
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Instructional coaching will support commitment one by providing individualized feedback in the areas of instruction, curriculum and data analysis, in order to improve the implementation of the math curriculum and small group reading instruction.</p> <p>Professional Learning Communities will support commitment two by allowing various stakeholders to discuss our school culture, collect and analyze data, and assess the impact of our chosen strategies</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) 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	

Evidence-Based Intervention

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

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
Busce, Frank	Science Teacher, UPK-5 Science Department Chairperson
Carmon, Bridgette	2nd Grade Teacher
Davis, Kylie	Music Teacher
Simmons, Kerry	Parent
Edwards, Wendy	3rd Grade Teacher
Emhof, Jolene	Intermediate Principal (3rd-5th Grade)
Fenton, Keeley	Math Coach, 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
Thorne, Amy	Reading Teacher
Shapley-Blenis, Jessica	Special Education Consultant Teacher
Babcock, Claudia	Literacy Coach

Our Team's Process

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 (OPTIONAL)

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	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	OPTIONAL: Completing the "Leveraging Resources" document
July 28, 2022	x	x				
August 2 2022			x	x	x	
August 3, 2022			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. Students indicated that year 1 of the Second Step Program was successful. They have a better understanding of what bullying is and how to address bullying in our school. They said it is important to treat students with respect and they were able to identify strategies to deal with their own anger or anxiety. Students feel better equipped to handle bullying.

Equity Self-Reflection

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

Survey results indicated that our school needs to make improvements in the areas of:

- 1 helping all students to feel like they belong at our school
2. supporting students to feel comfortable to discuss their feelings, worries, celebrations and frustrations with adults
3. teaching students strategies to manage their stress levels

As a result, we chose to continue the Second Step Curriculum, DESSA Screener, and to train teachers in Restorative Circles, in order to address DEI and build a positive culture.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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 August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.