



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Auburn Enlarged City School District	Owasco Elementary School	K-6

Collaboratively Developed By:

The Owasco Elementary School SCEP Development Team:
Brandi Bouley, Kindergarten Teacher
Sarah Casler, Parent Representative
Rachel Czyz, Parent Representative
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Taryn Homick, Teacher Aide
Michelle Kolceski, Director of Early Learning/Coordinator of ENL Services
Kristina Ouderkirk, Social Worker

SCEP Cover Page

Christen Pacheco, Parent Representative
Melissa Picciano, Literacy Coach
Kimberly Reynics, Teaching Assistant

And in partnership with the staff, students, and families of Owasco 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.

Guidance for Teams

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, a

Guidance for Teams

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

Commitment 1

What is one commitment we will promote for 2021-22?	We are committed to ensuring that every child feels safe, respected, supported, and a true sense of belonging through the development of strong, trusting relationships with adults and peers.
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>	<p><i>How Learning Happens Messaging Framework</i> and the results of our Equity Self-Reflection confirm that relationships play a central role in learning and a child's healthy social development.</p> <p>In our student focus groups and surveys, approximately 83 % of students identified that they did not feel that they had the opportunity to establish and maintain close relationships with peers and school personnel. A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing student sense of belonging and quality of relationships both within our school and within our community to strengthen these beliefs.</p> <p>It is essential to regard diverse cultures, identities, and abilities as assets for learning and teaching. This allows students to feel not only safe and respected, but celebrated within the Owasco School community.</p> <p>The Owasco School Community's vision "is to inspire a passion for learning. We will create a learning environment where everyone shows kindness, responsibility and safety...we will build positive relationships between community members, parents, staff and students."</p> <p>At Owasco we have a collective responsibility to honor students of all races, social classes, genders, languages, sexual orientations, nationalities, religions, and abilities.</p>

Commitment 1

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extend opportunities for students to engage with one another, particularly at the start of the year.	Planned opportunities for students to engage with one another - e.g., Beginning/end of year picnics, Spirit days PBIS Celebrations/assemblies	Repeat student focus groups and include questions on connectedness #6 & 7 (November/April) Survey question to be done in each class	Time, space, funding for events
Prioritize the development of positive relationships between adults and students	Adults choose and commit to the implementation of a relationship building activity (e.g., Strive for Five, Class Meeting, responsive classroom, Question of the day) Designated time for Second Step Instruction: co- taught by classroom teacher and counselor Greeting students by name Implicit bias training /learning TCIS training	Faculty meeting consensus on strategies to use Periodic share out, professional learning and reflection at staff meeting Classroom visuals demonstrate commitment to relationship building activities Students use Second Step vocabulary and strategies	Time & space for learning about, implementing, reflecting on strategies to build positive relationships Purchase of Second Step Kits Time, space, funding for Afterschool workshop

Commitment 1

		<p>Staff participation in implicit bias training and reflection on current practices</p> <p>Staff use of de-escalation strategies</p>	
<p>Commit to creating a positive peer culture</p>	<p>Re-establish commitment to SEL 5/6 grade student helpers Primary & intermediate grade buddies PBIS Incentive Days</p>	<p>Faculty meeting time to reflect on instructions and use of Second Step, and identify & address instances of implicit bias</p> <p>Student use of SEL strategies (Second Step, Zones of Regulation) during interactions</p> <p>Implementation of buddies & PBIS Incentive days</p>	<p>Second Step lessons, Space and staff meeting time</p>
<p>Increase number of culturally relevant curricular materials</p>	<p>Simple review of Superkids, CKLA/Amplify, library materials, classroom materials for information that represents diverse groups.</p>	<p>Teachers gain perspective early in the school year of books read & materials used to gain insight on who is represented in curricular materials.</p> <p>Students are given the opportunity to participate in a review of existing materials and the selection of new materials this fall.</p>	<p>Grade level meetings to identify & purchase of books & Second Step books, visuals that represent diverse perspectives Funding for books & materials</p>

Commitment 1

		Student use of culturally relevant materials	

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	T11. We work in partners or in groups.	75% or above
Staff Survey	L5. Our school leaders help to build a collaborative environment so that staff can work together to achieve goals. S61. We have an effective system for developing and building student social emotional health. C22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students’ diverse needs.	75% or above
Family Survey	F50. As a family member I feel connected to our school. S34. School staff work to support student social- emotional well being.	75% or above

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.

Repeat questions from initial student focus group and compare responses:

6. How have your relationships with your classmates changed? Have you been able to stay connected to your peers? If so, how?

7. Are there ways that our school can support young people’s health and wellbeing? If so, what are they?

Commitment 1

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COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensuring that every child is engaged in meaningful learning that is relevant to them.</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> 	<p>We have high expectations and deliver rigorous instruction for all teacher and leader candidates regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.</p> <p>Drawing conclusions from the Equity Self-Reflection and Student Focus Groups, we identified the need to give students more agency(say) in the learning that occurs in classrooms. Every child has the opportunity and authority to drive and shape their own learning.</p> <p>During focus groups, approximately 87% of students identified the desire to reestablish a balance between in person learning where technology complements teaching methodologies and learning styles and technology that hinders interactions with teachers and peers.</p> <p>We strive to achieve an environment that is academically rigorous and intellectually challenging while also considering the different ways students learn as lifelong learners. We strategize instructional methods to disrupt any disparities in student success outcomes that exist across lines of difference, highlighting and sharing best practices from the field.</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>Increased emphasis on cooperative learning and group work.</p>	<p>Use of cooperative learning strategies during core lessons and Extended Learning Time (ELT)</p> <p>Use of instructional rounds to visit the grade below current grade taught</p>	<p>Faculty meeting time for professional learning of and sharing/ reflecting on cooperative learning strategies and use of instructional rounds</p> <p>Implementation of instructional rounds and noting student talk in cooperative learning groups</p> <p>Repeat student focus groups and include questions on social interactions and solving problems</p>	<p>Scheduled ELT time for coaches, AIS staff for small group instruction</p> <p>Sub time</p>
<p>Extend goal setting with students</p>	<p>“Show what you know” bulletin board (digital or print)</p> <p>Students keep and maintain personal data notebook to track a specific goal</p>	<p>Review student data notebook quarterly at faculty meetings or RTI sessions</p>	<p>Core of teachers (one per grade level) to select and define standard at each grade level</p>

Commitment 2

	<p>(e.g., math goal, SEL, Anchor standard for ELA standard 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.)</p> <p>Review Amplify & Superkids Units for opportunities to collect writing/ writing in response to reading samples</p>	<p>Create a document that tracks one standard that is present in P-K through 6.</p> <p>Students work with their teachers to set short term-long term learning goals.</p> <p>Students articulate learning goals</p> <p>Digital or print evidence of the “Show what you know” bulletin board</p>	<p>Amplify Units grades 3-6</p> <p>Deconstruction matrix</p> <p>Scheduled Extended Learning Time (ELT)</p>
Explore Personalized learning strategies	<p>Attend Personalized learning strategies workshop</p> <p>Try personalized learning strategies for at least one unit of study (e.g., use a choice board or pathways)</p>	<p>Faculty meeting time and/ or workshop for professional learning on principles of personalized learning</p> <p>Students have opportunities to choose areas of interest on during instruction</p> <p>Share out at staff meetings what learned and ideas for others to try</p>	Volunteers to attend workshop
Use assessment data to inform ELT groupings & instruction	Weekly RtI meetings to develop, set, and implement goals for differentiated academic interventions	Monitor Student Growth Percentile on STAR	Schedule data meetings at BOY and one time per marking period for double

Commitment 2

	Engage in coaching cycles to provide embedded PD on interventions, monitoring and adjusting interventions and enrichment opportunities		period or half day
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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	T12. My teachers ask questions that make me think. T20. My teachers explain things clearly when I make mistakes or on a test.	maintain 75% or increase
Staff Survey	C34. We discuss important teaching and learning issues at our grade level/ content area team meetings. T44. Classes in this school can be characterized as “students involved in higher level thinking.”	75%
Family Survey	T24. My child(ren) talks about... C12. T27. My child is challenged by their teacher.	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.
Repeat question 2 & 3 from initial student focus groups and compare responses: 2. Are there things that make it more difficult for you to participate in your learning communities? Are there things that have helped you become more engaged in learning? 3. What advice would you give to teachers about how they can find out what works for students? (e.g., study guide, digital notes)

Commitment 2

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COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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		
Staff Survey		
Family Survey		

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.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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		
Staff Survey		
Family Survey		

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.

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	Professional learning communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Our students will arrive in the fall with various academic and social learning needs. We will need to meet students' needs with a variety of instructional practices; what works for one child may not work for another. Professional learning communities include discussion of a variety of instructional practices that support both teaching and learning to impact student growth and achievement.

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	
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 "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
Brandi Bouley	Kindergarten Teacher
Sarah Casler	Parent Representative
Rachel Czyz	Parent Representative
Laura Evans	Principal
Nicole Hoey	4th Grade Teacher
Taryn Homick	Teacher Aide
Michelle Kolceski	Director of Early Learning/Coordinator of ENL Services
Kristina Ouderkirk	Social Worker
Christen Pacheco	Parent Representative
Melissa Picciano	Literacy Coach
Kimberly Reynics	Teaching Assistant

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	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
June 15, 16, 17, 2021	x		x			
June 16, 2021		x				
June 18, 2021			x	x		
June 22, 2021					x	
June 23, 2021					x	
June 28, 2021					x	
June 29, 2021					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

In our student focus groups and surveys, approximately 83 % of students identified that they did not feel that they had the opportunity to establish and maintain close relationships with peers and school personnel.

During focus groups, approximately 87% of students identified the desire to reestablish a balance between in person learning where technology complements teaching methodologies and learning styles and technology that hinders interactions with teachers and peers.

Equity Self-Reflection

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

The results of our Equity Self-Reflection confirm that relationships play a central role in learning and a child's healthy social development.

Drawing conclusions from the Equity Self-Reflection, we identified the need to give students more agency(say) in the learning that occurs in classrooms. Every child has the opportunity and authority to drive and shape their own learning.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. 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.