New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

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
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Taryn Homick, Teacher Assistant
Michelle Kolceski, Director of Early Learning/Coordinator of ENL Services
Elizabeth Molloy, Assistant Principal
Melissa Picciano, Instructional Literacy Coach
Kimberly Reynics, Teacher 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

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 the 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 1

Our Commitment

What is one commitment we will promote for 2022-23?	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? *Things to potentially take into consideration when crafting this response:* ● *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?*	*How Learning Happens Messaging Framework* and the results of our Equity Self-Reflection confirm that relationships play a central role in learning and a child's healthy social development. In our 2020-21 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. There was a change in this data and positive growth in the 2021-22 school year. In the 2021-22 student focus groups, 75% of students reported that they feel they have had the opportunity to grow and maintain relationships. This is an area that requires consistent attention. 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.

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.

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."

At Owasco we have a collective responsibility to honor students of all races, social classes, genders, languages, sexual orientations, nationalities, religions, and abilities.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	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 Seasonal festivals Spirit days PBIS Celebrations/assemblies Fundraising events	Repeat student focus groups and include questions on connectedness #6 & 7 (November/April) Survey question to be done in each class SCEP team check-in meetings bi-monthly	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., Peaceful Schools strategies, Strive for Five, Class Meeting, responsive classroom, Question of the day) Designated time for Second Step Instruction: co- taught by classroom teacher and counselor. Publish concepts	Faculty meeting consensus on strategies to use Periodic share out, professional learning and reflection at staff meeting Classroom visuals demonstrate commitment	Time & space for learning about, implementing, reflecting on strategies to build positive relationships

	taught by week, use exit tickets for grades 4-6

Spend 2 minutes/5 students a week - non academic conversations

Greeting students by name

Implicit bias training

Promote buddy programs(e.g., bus buddies, grade-level partnerships)

Student and staff monthly spotlight- Staff uses template to collect information

Staff directory

Owl of the Month- "The Big Hoot" | to relationship building activities

Students use Second Step vocabulary and strategies Staff participation in implicit bias training and reflection on current practices

Staff use of de-escalation and Peaceful Schools strategies

Grade 6 students apply for, generate & interview for content, social media team publishes | Owasco apparel & OPT fundraiser |
| Commit to creating a positive peer culture | Re-establish commitment to SEL Grade 5/6 grade student helpers Primary & intermediate grade buddies PBIS Incentive Days School garden Student newsletter completed in conjunction w/ computer club

Recruit staff to attend Peaceful Schools PD | Faculty meeting time to reflect on instruction and use of Second Step, and identify & address instances of implicit bias

Student use of SEL strategies (Second Step, Zones of Regulation) during interactions

Implementation of buddies & PBIS Incentive days | Second Step lessons, funding, space and staff meeting time |

Increase number of culturally relevant curricular materials	Review of Superkids, CKLA/Amplify, library materials, and classroom materials for information that represents diverse groups.	Teachers gain perspective early in the school year of books read & materials used to gain insight on who is represented in curricular materials. Students are given the opportunity to participate in a review of existing materials and the selection of new materials this fall. Student use of culturally relevant materials	Grade level meetings to identify & purchase of books, visuals that represent diverse perspectives Funding for books & materials
Promote communication among staff, students, and families	Develop social media presence to affirm a warm and welcoming school environment	Information shared regularly on social media	

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 *(e.g. % agree or strongly agree)*
Student Survey	S21. My teachers care about me.	95% or above
	T11. We work with partners or in groups in my class.	85% 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. L9. Our school leaders promote a positive environment for children.	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 2022-23 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 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to ensuring that every child is engaged in meaningful learning that is relevant to them.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	We aim to 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. 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. The student focus group data indicated students' desire to participate with each other beyond the classroom setting. They want more say…voice/participation in the school. They feel safe and supported and liked the opportunities for music and the arts. They want more challenging work and to see bad choices matched to consequences. The 5th grade students reported that "We are still kids." This reminds the adults that they still need support for social skill development that they missed when not in school during the pandemic. The focus group data provides evidence to extend the survey results. 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increased emphasis on cooperative learning and group work.	Use of cooperative learning strategies during core Tier 1 instruction (e.g., think-pair-share, turn and talk, cooperative group work) Each grade level shares a cooperative learning strategy used at faculty meetings using a Google Slide template (video or still photos included) Literacy & Math coaches share cooperative learning strategies at the beginning of the school year	Faculty meeting time for professional learning of and sharing/reflecting on cooperative learning strategies Google slides shared at faculty meetings Use formal and informal classroom observations/visits as opportunities to notice cooperative learning strategies Student focus groups include questions on social interactions and Repeat student focus groups and	Bank of cooperative learning strategies and resources that are located in Owasco shared dedicated folder Support staff and teachers model, share, or demonstrate cooperative learning strategies Faculty meeting & grade level meeting time Time to repeat student focus groups and include questions on social interactions and group work

	Share cooperative learning strategies in Owasco shared drive	include questions on social interactions and group work	
Implement Personalized Learning Strategies	Instructional coach who is a Personalized Learning fellow will facilitate PL strategies at monthly faculty meetings with the assistance of past fellows from the 2020-21 and 2021-22 school years

Use personalized learning (PL) strategies for at least one unit of study (e.g., use a choice board or pathways, reflection and goal setting, collaboration and creativity, flexible path and pace, targeted instruction)

Share PL strategies in Owasco shared drive | Faculty meeting time and/ or workshop for professional learning on principles of personalized learning

Highlight teachers who are using PL strategies at monthly staff meeting (e.g., use a choice board or pathways, reflection and goal setting, collaboration and creativity, flexible path and pace, targeted instruction)

Students have opportunities to choose areas of interest during instruction

Share out at staff meetings what was learned and ideas for others to try | Volunteers to attend workshop |
| Use assessment data to inform Extended Learning Time (ELT) groupings & instruction | Weekly MTSS meetings to set goals, develop learning targets, and implement differentiated academic interventions | Monitor DIBELS benchmark and progress monitoring assessment data

Monitor Student Growth Percentile on STAR | Schedule data meetings and one time per marking period for double period or half day (August) |

	Engage in coaching cycles with instructional coaches to provide embedded professional learning on interventions, monitoring and adjusting interventions and enrichment opportunities		

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 (e.g. % agree or strongly agree)
Student Survey	T12.My teachers ask questions that make me think T11. We work with partners, or in groups in my class. 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 the student learning targets/ goals (I can) given to them by their teachers C12. Our school provides information to families on learning standards or school curriculum T27. My child is challenged by their teacher. T30 My child(ren) is required to self-monitor their progress and keep track of their own learning.	attain 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 2022-23 school year.

Repeat question 1 & 4 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?

> 4. What are things we could do to help students feel better about being at school?

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	

Key Strategies and Resources

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

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 (e.g. % agree or strongly agree)
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 2022-23 school year.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	

Key Strategies and Resources

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

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 (e.g. % agree or strongly agree)
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 2022-23 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.

☐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	
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.

☐ 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	3rd Grade Teacher
Taryn Homick	Teacher Assistant
Michelle Kolceski	Director of Early Learning/Coordinator of ENL Services
Elizabeth Molloy	Assistant Principal
Melissa Picciano	Literacy Coach
Kimberly Reynics	Teaching Assistant

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
April 7, 2022		X	X			
April 28, 2022			X			
May 4, 2022			X			
May 5, 2022		X	X			
May 20, 2022	X					
June 8, 2022			X			
July 8, 2022				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 2020-21 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. There was a change in this data and positive growth in the 2021-22 school year. In the 2021-22 student focus groups, 75% of students reported that they feel they have had the opportunity to grow and maintain relationships. This is an area that requires consistent attention.

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 continue to give students more agency(say) in the learning that occurs in classrooms. Ensure every child has the opportunity and authority to drive and shape their own learning.

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.