New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Frankfort-Schuyler	Frankfort-Schuyler Elementary	K-5

Collaboratively Developed By:
The Frankfort-Schuyler SCEP Development Team *And in partnership with the staff, students, and families of Frankfort-Schuyler.*

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?	All students will grow 50% or more annually on STAR reading assessments
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?*	Our school is committed to the growth of students. This commitment aligns to our school building's 5-year strategic plan (2021-2026), which identifies the goal of all students to be reading on grade level; as well as our district mission, which recognizes the primary purpose of the district is to support life-long learners. Reading is just one of the many tools that support learning through adulthood. Moreover, in surveying staff, more than half of respondents believe the greatest need students have is related to reading. Utilizing local assessment data to monitor the reading growth of students is key to achieving our first commitment.

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?
Professional Development for elementary certified staff to support reading	The Science of Reading series of trainings provided by the Reading League. Topics include phoneme proficiency, phonic knowledge, encoding, spelling & fluency.	As staff implements the strategies learned at these pieces of training, the STAR reading assessment will be given to students and then we will be able to determine if reading growth is occurring.	*Substitute teachers for coverage *Funding for PD trainers *Time and money to support teachers updating lesson plans to implement tools learned in the PD sessions *Purchase curricular materials associated with the PD training

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	I feel successful when I read.	100%
Staff Survey	I believe my students have shown growth in their reading ability this year.	100%
Family Survey	I think my child has grown in their reading ability this year.	100%

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.
Using the Student Growth Percentile Report from STAR, we will monitor student growth from September, to the mid-year benchmark in the winter of 2023, to the end-of-year benchmark assessment in May 2023. We hope to see at least 50% growth from all students and will modify our practice during the school year if the goal is not being achieved.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	At least 40% of students, grades 3-5, will earn a Level 3 or higher on the NYS 3-8 ELA test
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?*	When students were interviewed, the first response shared to the question, "What is challenging at school" was "state assessments." We want students to find success on the annual state assessments, despite the challenge they perceive. To support this commitment, we will utilize STAR assessment data to progress monitor how students are performing on assessment questions that align to the standards that will be tested on the NYS 3-8 ELA assessment in the Spring of 2023.

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?
NGLS Training and Implementation	This strategy is two-fold. First, training new staff members on NGLS. Our last training was before COVID. During the last school year, as part of our SCEP, curriculum mapping was conducted to align to NGLS. Now, staff need to update and implement lesson plans related to the mapped curricular plan.	During the school year we will be looking to see teachers who are all trained on NGLS and are implementing newly revisited lesson plans that align to the new standards. Ultimately this should support students achievement on the 3-8 ELA Assessment	*Substitute teachers for coverage *Funding for PD trainers *Time and money to support teachers updating lesson plans to implement tools learned in the PD sessions *Purchase curricular materials associated with the PD training
ESSA Data Support	In partnership with our Regional Information Center, a member of their team will provide data support related to state assessments, participation, and ESSA accountability.	We will know the desired impact is achieved if stakeholders better understand the impact of state assessments and can use this knowledge in a positive way to support student achievement and	*Cost of ESSA Support Service *Time and money to support leaders and teachers attending data meetings regarding student achievement

Commitment 2

		the participation in the ELA assessment.	and ESSA accountability

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	I believe I am ready for the challenge of the NYS ELA Assessment.	100%
Staff Survey	I believe students will be successful on the NYS ELA Assessment.	100%
Family Survey	I think my child is prepared for the NYS ELA Assessment.	100%

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.
Using the Student Scale Score Report from STAR, we will monitor student performance levels from September, to the mid-year benchmark in the winter of 2023, to the end-of-year benchmark assessment given just prior to the NYS ELA assessment. We hope to see at least 40% of all students, grades 3-5, performing at a level equal to that of proficiency on the STAR assessment and will modify our practice during the school year if the goal is not being achieved.

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?	Chronic absenteeism rates for grades 1-5 in all subgroups will be reduced to less than 15% during the 22-23 school year
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?*	In reviewing our Level 2 data, we found that our building chronic absenteeism rate as of the middle of May for the all student subgroup was just under 20%. Moreover, the students with disabilities subgroup had a chronic absenteeism rate of nearly double that figure at 40%. Additionally, in reviewing our self-equity data, all respondents noted that school and classroom environments cultivate a sustained sense of acceptance and affirmation. Moreover, when students were interviewed, they shared that they felt welcomed and enjoyed coming to school and when parents were surveyed, the same sentiment was conveyed by over 90% of the parents surveyed. Research shows a connection between climate and student attendance. We are committed in the 22-23 school year to learning more about why students are not in attendance daily and reducing our chronic absenteeism numbers.

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?
Support Staff to build healthy relationships with parents of students who are chronically absent	A staff member will work with families to assist their students in attending regularly.	Family support initiatives will decrease in the number of students who are chronically absent	*Funding for a Family and Community Engagement Specialist

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	I want to come to school	100%
Staff Survey	I think students are in attendance regularly.	100%
Family Survey	My child misses school very rarely, if not at all.	100%

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.
Using the SIRS-107 Report from Level 2 Cognos, we will monitor student attendance monthly. We hope to see chronic absenteeism rates at or below 15% in all students subgroups, grades 1-5, and will modify our practice during the school year if the goal is not being achieved.

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence-based intervention will support commitments 1 and 2 as the instructional coach will focus specifically on ELA instructional support for educators in the elementary building.

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
Andrea Cordero	6-9 Guidance Counselor
Dawn Harvey	CSE Chair
Dominica Helmer	Parent
Gabrielle Higgins	6-12 School Psychologist
Jana Lambert	k-5 School Psychologist
Kristina Newtown	Grade 8 Math
Rachel Olson	Grade 7 ELA
Meaghan Sears	Parent
Jenna Sullivan	Grade 5
Donna Talerico	SPED Grades 3-5
Deanna Williams	k-5 Guidance Counselor
Michael Stalteri	Principal
Julie Tangorra	Director of Student Achievement k-12

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
5/11/22				*x*		
5/12/22				x		
5/20/22			x			
5/17/22				x		
5/13/22				x		
5/26/22	x	x	x			
5/31/22			x			
6/7/22			x	x	x	
6/14/22					x	
6/16/22					x	

6/17/22					X	
6/21/22					X	
6/23/22					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

Conducting student interviews was very beneficial to informing the creation of the Frankfort-Schuyler Elementary SCEP. Students were able to share their thoughts on the best and worst parts of their schooling experience through a focus group model. Moreover, students from the general education and special education population were able to have their voices heard and provide insight for the group as to what commitments would be of the greatest value to the students in the school building.

Equity Self-Reflection

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

Using a survey version of the equity self-reflection to identify areas in which emerging to sustaining practices were being implemented in the school building was very helpful in the creation of the SCEP. Our group found areas in which practices had yet to be developed and other equity and inclusion practices were sustaining and thriving for the benefit of all building stakeholders.

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.