



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Canastota CSD	Roberts Street Elementary	4 - 6

Collaboratively Developed By:

The Roberts Street Elementary SCEP Development Team:

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And in partnership with the staff, students, and families of Roberts Street Elementary School

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

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

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

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

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

Resources for the Team

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

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

COMMITMENT 1

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to building and sustaining a cohesive and relevant curriculum.</i></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>Largely based on academic achievement from state assessments and benchmark testing, paired with an instructional audit completed during the 2020-2021 school year, the school's vision includes a plan to build and sustain consistency in curriculum and intervention to address gaps in student achievement and learning, as well as create more opportunities for student-centered learning.</p> <p>From our student interviews, the stakeholder team recognizes that the most memorable and impactful learning occurs when our students are most involved in their learning process. In order to achieve this commitment, we realize that teachers and support staff will need ongoing support from instructional coaches and administration to successfully implement a cohesive and relevant curriculum that allows for adjustments in instructional delivery.</p> <p>After reading the document, <i>How Learning Happens</i>, we believe that every child should be engaged in meaningful learning that is relevant to them. Additionally, facilitating teaching and learning experiences that enable students to grow as independent learners was an area of focus for our team while reviewing the Equity Self-Reflection.</p>

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?
<p>Building and sustaining a cohesive curriculum: K-12 Literacy Initiative.</p> <p>Maintaining and enriching the mathematics curriculum.</p>	<p>All teachers K-12 will implement the science of reading in their classrooms; K-5 teachers will implement <i>Core Knowledge Language Arts</i> (CKLA), 6-8 teachers will implement <i>Expeditionary Learning</i>, 7-12 teachers will implement the English language arts modules.</p> <p>Teachers and staff will provide targeted and explicit reading instruction for Tier 2 and Tier 3 students in grades K-6; execution of the six-step lesson plan from the <i>Reading League</i> paired with programs such as <i>Road to Reading</i> and <i>Rewards</i>.</p>	<p>Benchmark testing (aimsweb+) in the fall, winter, spring Goal by spring: 80% of students in Tier 1, 15% in Tier 2, 5% in Tier 3.</p> <p>Assessment & diagnosis using the <i>Phonological Awareness Screening Test</i> (PAST) and <i>Quick Phonics Screener</i> (QPS).</p> <p>Progress monitoring.</p>	<p>Ongoing professional development, training, and support from the <i>Reading League</i> and instructional coaches.</p> <p>Common planning across grade levels.</p> <p>Scheduling to support restructured intervention period by utilizing all available instructional staff.</p>
Work with instructional specialists to design and implement hands-on learning opportunities for	Teachers will increase opportunities for students in written and oral format for students to synthesize, problem solve, or engage in twenty-first century skills; and/or	<p>Walkthroughs conducted by school leaders.</p> <p>Teachers will develop one specific, measurable, attainable, relevant, and</p>	Clear expectations set by school leaders - what elements of the walkthrough will be observed and when.

Commitment 1

<p>students; more activities that give students an opportunity to engage in collaborative problem solving and academic discourse</p>	<p>teachers will create lessons that allow for students to initiate collaborative problem-solving opportunities and ensure that all voices and ideas are heard; and/or teachers will create differentiated learning activities to allow equal access to content; teachers support students' suggestions that will help them demonstrate their own learning.</p> <p>Teachers will participate in continued professional development with instructional coaches.</p>	<p>timely (SMART) goal focused on implementing a new or modified instructional strategy to engage students, follow-up with self-assessment, and reflection.</p> <p>Announced and unannounced observations of teachers will show growth in these domain elements.</p>	<p>Consistent system to record observed elements and report out to teachers.</p> <p>Meaningful follow-up dialogue between teachers and administrator after walkthroughs/ observations.</p> <p>If an instructional coach and teacher work together to observe one another, meaningful follow-up dialogue between teacher/coach.</p>
<p>Structured grade level collaboration and data team meetings</p>	<p>During after school planning and staff development days, grade level teams will meet regularly with, or without instructional coaches, to examine pacing, rigor of new curriculum, implementation of new instructional strategies, assessment strategies, and intervention outcomes.</p> <p>In consult with instructional coaches, the building principal, and the district's educational data analyst, teachers will have opportunities to review data from</p>	<p>Individual teacher and team goal setting.</p> <p>Celebrate successes as a team and school.</p>	<p>Utilize after school planning time.</p> <p>School and district wide staff development days.</p> <p>Increase the need of an educational data analyst from .2 to .4 full-time equivalent.</p>

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	given assessments regularly to inform future instruction.		Establish data analysis protocol;
Structured vertical collaboration and planning	During staff development days, vertical teams will meet to continue to explore and define consistent curriculum, pacing of curriculum, gaps/bridges in curriculum, and link interdisciplinary fields.	Instructional coaches, in consultation with instructional leadership and stakeholder teams will develop accountability measures for all teachers to share out/ report out. Instructional coaches, in consultation with instructional leadership will create “To-Do’s or What’s Next?” tasks and statements to plan future vertical collaboration.	School and district wide staff development days. Professional development, training, and commitment to continue crafting delivery of curriculum.
Ensure that the curriculum is reflective of diverse cultures, perspectives, backgrounds etc.	Instructional coaches will review what curriculum is already in place and make suggestions to incorporate more culturally responsive material that students can connect to.	Create a shared Google folder with resources for teachers to implement. Teachers will share out lessons and activities that happen in classrooms at faculty meetings or in a weekly newsletter, created by the principal, as a “bright spot” to recognize and showcase teacher efforts.	Collaboration with school and community members that have experience with diversity. Establish small libraries of reading materials for students to access on the buses and in their classrooms. After school programming available to provide additional

Commitment 1

			study with diversity experts.
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Commitment 1

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	<p>Related to student-centered learning in classrooms:</p> <p>“My teacher uses a variety of teaching strategies and activities to help me to learn.”</p>	<p>Midyear goal: 75% of students agree or strongly agree with the statement.</p> <p>End of year goal: 90% of students agree or strongly agree with the statement.</p>
Staff Survey	<p>Related to their team and/or individual SMART goals and/or professional development:</p> <p>“I feel I am receiving the support and professional development to implement student-centered learning in my classroom.”</p>	<p>Midyear goal: 80% of teachers agree or strongly agree with the statement.</p> <p>End of year goal: 95% of teachers agree or strongly agree with the statement.</p>
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 1

Benchmark testing (aimsweb+) will be administered three times a year. Our goal by spring is to have 80% of students in Tier 1, 15% in Tier 2, 5% in Tier 3 for oral reading fluency.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to target and address chronic absenteeism.</i></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>Chronic absenteeism continues to be a focus for our school, and school district. Last year, attendance was not only difficult to track because of changing conditions between remote and in-person instruction, but families in our community experienced a greater amount of transience and movement, therefore, introducing a larger gap in chronic absenteeism.</p> <p>Great efforts have been made during the last few years to reach out to families of which students are chronically absent to make positive connections and set clear expectations. In addition to continuing these efforts and expanding the network of school and community individuals who communicate with the families of chronically absent students, the school is now ready to expand on these efforts by developing new opportunities to motivate all students to come to school.</p> <p>After conducting our student interviews, it is clear to the stakeholder team that students want to be involved in positive events and learning opportunities both during and after school hours. For example, students stated that they are more excited to come to school when they have incentives for learning and attending. Additionally, students want to be actively involved in their learning such as in parent-teacher conferences, student government/leadership and want a variety of activities to participate in after school.</p> <p>Information gathered from the Equity Self-Reflection indicated that we should further develop the student-led civic engagement projects and school-based leadership opportunities we started, as well as continuing to prioritize social-emotional learning programs in order to create engaging and supporting environments for all of our students.</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>Clear and consistent communication with parents, guardians, and caregivers establishing expectations for attendance.</p>	<p>School leaders will survey parents about their preferred method of communication: Which form of communication will work best for you and your family?</p> <p>School leaders, with input from the stakeholder team, will develop and distribute a parent handbook for families; the handbook will state attendance expectations clearly, as well as include a list of examples for excused absences and unexcused absences; define chronic absenteeism.</p> <p>The principal will send out regular <i>School Messenger</i> email and texts to remind students about the importance of attendance.</p> <p>School leaders will reactivate the automatic phone calls, using <i>School Messenger</i>, to notify parents that their</p>	<p>Student attendance will be tracked, monitored, and evaluated on a daily, monthly, and cumulative basis.</p> <p>The principal, guidance counselor, and social worker will track, monitor and evaluate the protocol, along with efforts made, for chronically absent students and will share with all staff in the school.</p> <p>Students who miss more than two days of school each month will be closely monitored by the principal, guidance counselor, and social worker.</p>	<p>Consistent collaboration between principal, social worker, guidance counselor, school nurse, teachers, and staff.</p> <p>Establish a written protocol for communicating with students who are absent from school that outlines when communication happens, what type of communication happens, and who is communicating with parents and students.</p> <p>Increase subscription level for <i>School Messenger</i> to allow</p>

Commitment 2

	<p>child(ren) are absent from school.</p> <p>School staff and leaders will continue targeted communication with parents of students who are chronically absent using:</p> <ul style="list-style-type: none"> ● “robo-calls” for attendance ● Absentee letters home ● Teacher/school leader phone calls and emails home to stress the importance of attendance ● Home visits from principal, social worker, guidance counselor, and the school resource officer (SRO) when appropriate 		<p>staff to communicate with parents, and parents to communicate with staff.</p>
<p>Examine chronically absent students K to 6 before the start of the school year.</p> <p>Follow-through with students who have history of or have developed chronic absenteeism throughout the year.</p>	<p>The principal, guidance counselor, and social worker will work collaboratively to identify a root cause for each chronically absent student; such as, transportation; lack of supervision in the morning to assure students are making it to school. They will develop a course of action to problem-solve for these families that are struggling to effectively get the child to school;.</p> <p>The new guidance counselor at the school will work with the social-worker, and principal to track attendance of students who walk to school. The data gathered may suggest a change in board policy for students in grades 4 to 6 who currently</p>	<p>Percentage of students who have been chronically absent will decrease.</p> <p>More participation in activities and events hosted by the school and the parent-teacher organization (PTO) by a wider representation of families; the PTO will track attendees at each event and provide the principal with the list of attendees.</p>	<p>Scheduled time each week for the principal, social worker, and guidance counselor to meet.</p> <p>Funding to support a new guidance counselor.</p> <p>Stationary for sending personal letters, cards, and invitations to parents.</p>

Commitment 2

	<p>walk to school.</p> <p>The new guidance counselor at the school will work with the social-worker, teachers and principal, as well as work with community agencies to support the families.</p> <p>Staff and school leaders will personally invite parents/families to events sponsored by PTO to get these families engaged in the school community.</p>		
<p>Celebrate and reward students with good attendance;</p> <p>Recognize efforts made on behalf of families whose students attend school regularly or show improvement over time</p>	<p>The principal will provide access for teachers, faculty, and support staff (bus drivers, custodians, lunch staff) to know the at-risk students with attendance issues. The principal will encourage these employees to make an extra effort to acknowledge those students by name in a positive way or encourage students with friendly interactions.</p> <p>The principal, guidance counselor, and social worker, along with members of the staff, will follow-up with those families and point out positive effort on the parents' part (if appropriate) and highlight the students' efforts as well (if improving on attendance) to create a positive vibe for families to be excited about.</p>	<p>Student attendance will increase, chronic absenteeism will decrease.</p> <p>The number of students recognized for good attendance will increase.</p> <p>The number of parent contacts for absent students will decrease.</p>	<p>Students awards and prizes.</p> <p>"Good News" postcards and materials to send out to parents.</p> <p>Stationary for sending personal letters, cards, and invitations to parents.</p> <p>Posters, banners, etc. to display around the school to promote good attendance and to recognize students with good attendance.</p>

Commitment 2

	<p>The principal, along with members of the staff, will recognize students with good attendance monthly.</p> <p>Staff and administration will re-establish “Raider Pride” - all students provided with <i>Raider</i> T-shirts.</p>		<p>Funding to purchase <i>Raider Pride</i> T-Shirts.</p>
<p>Expand before school and after school programming so students create connections to school to improve attendance.</p>	<p>The guidance counselor will reach out to high school counselors and students and use them as a resource for creating after-school events or clubs that target student interests.</p> <p>The social worker will reach out to community members, groups, and organizations and use them as a resource for creating after-school events or clubs that target student interests.</p>	<p>Starting in October, after school programs will be offered.</p> <p>Midyear goal: one-third of students participating weekly in an after-school program.</p> <p>End-of-Year goal: two-thirds of students participating weekly in an after-school program.</p>	<p>Funding to pay staff and teachers above contract day.</p> <p>Funding to support materials and supplies for volunteers.</p> <p>Funding to support a food program.</p> <p>Space to conduct before and after school activities.</p>
<p>Transition traditional half-days of instruction to include relevant assemblies and learning activities that motivate students to come to school</p>	<p>The principal, social worker, guidance counselor, and staff will collaborate to plan and implement “celebration days/events”. These will tie into the <i>Positivity Project</i>, attendance recognition, and behavior and academic growth.</p> <p>School leaders will adjust dismissal times to expand the instructional day for early dismissal days.</p>	<p>Attendance will increase on half-days, as compared to years past.</p>	<p>Funding to purchase T-shirts for the <i>Positivity Project</i> for students in grades 4 to 6.</p> <p>Planning with school leaders, transportation and food service departments.</p>

Commitment 2

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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	“I look forward to celebration and recognition days.”	Midyear goal: 80% of students agree or strongly agree with the statement. End of year goal: 95% of students agree or strongly agree with the statement.
Staff Survey		
Family Survey	Positive communication: <i>“When my child does something good at school, I usually hear about it from someone at the school.”</i>	Midyear goal: 60% of parents agree or strongly agree with the statement. End of year goal: 80% of parents agree or strongly agree with the statement.

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 2

Midyear Goal: We will have a chronic absenteeism rate of no higher than 11.2%.

End-of-Year Goal: We will have a chronic absenteeism rate of less than 10%.

COMMITMENT 3

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to deepening connections with the school community via parent-engagement.</i></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>Our stakeholder team feels very strongly that establishing positive relationships and communication with parents and families is critical to student success. There have been many changes over time with the socio-economic demographic in our school community and we believe it is imperative that the school take measures to reach out to all families in our school community to increase their level of engagement in the school. By deepening our connections with our families, we believe student attendance will increase, academic and behavioral growth will take place, and the participation on state assessments will improve.</p> <p>From our Equity Self-Reflection, we realized that although we have implemented this focus in our school, we need to continue to foster closer relationships with students and families to gather insights into learning preferences and experiences to sustain this connection.</p> <p>Students indicated through our student interviews that they want a chance to participate in parent-teacher conferences moving forward. Most importantly, we know from <i>How Learning Happens</i> that "when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside the classroom."</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>

Commitment 3

<p>Strengthen parent organizations.</p> <p>Connect parent organizations grades K to 6.</p>	<p>Members of the PTO will recruit new parent members for the PTO. With changing health and safety requirements, the PTO will be able to bring back fun family events held in the evening for families. The PTO will use the momentum from these “big hit” events to increase involvement in the PTO and in PTO sponsored activities.</p> <p>School leaders, staff, and members of the PTO will communicate the importance of parent involvement.</p> <p>The principal will implement informal parent-principal gatherings on a monthly basis.</p> <p>Teachers, school leaders, and school community members will hold afternoon and evening events for parents to introduce strategies that they can implement at home to help kids with learning at home.</p> <p>Teachers, school leaders, and school community members will hold monthly events that are engaging for families-some academically based, some thematic based. Food and/or babysitting provided during the events to encourage better attendance.</p>	<p>More participation in activities and events hosted by the school and PTO by a wider representation of families; the PTO will track attendees at each event and provide the principal with the list of attendees.</p> <p>Staff log of parent contacts will show an increase from twice per week.</p> <p>Monthly logs will show that efforts to contact parents in a positive way will be representative of a majority of students.</p>	<p>Funding to support food for school sponsored gatherings with parents and families.</p> <p>Funding to pay teachers for their time above the contract day.</p> <p>Establish point person(s) at the junior/senior high school to communicate with to coordinate student volunteers.</p>
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Commitment 3

	<p>Teachers and school leaders will hold mathematics and ELA sessions for parents at the beginning of the marking period by grade level, detailing the curriculum for the marking period and showing parents ways that they can help their student.</p>		
<p>Increase positive communication with parents, guardians, and caregivers.</p>	<p>Positive phone calls/notes home from teachers, staff, and school leaders.</p> <p>School leaders, staff, PTO, and the community will communicate the importance of parent involvement.</p> <p>The principal will send (monthly/weekly) newsletters to families and staff.</p> <p>Staff will be able to communicate with families using an enhanced feature in <i>School Messenger</i> to make commuting more efficient and flexible for families to respond.</p> <p>School leaders, with input from the stakeholder team, will develop and distribute a parent handbook for families; the handbook will list important contact information for families.</p> <p>Teachers and parents will invite students to participate in parent-teacher conferences.</p>	<p>Monthly logs will show that efforts to contact parents in a positive way will be representative of most students;</p>	<p>Funding to support the enhanced feature of communication in <i>School Messenger</i>.</p>

Commitment 3

<p>Increase parent and community volunteers into the classroom.</p> <p>Increase school's presence in the community.</p>	<p>School leaders will hold a parent volunteer training to recruit more parents to volunteer for school events and classroom activities.</p> <p>School leaders and staff will invite parents into school.</p> <p>The principal and guidance counselor will look for opportunities for older students to serve as mentors.</p> <p>School leaders and staff will make connections with the community to promote a sense of community and pride in their hometown.</p> <p>School leaders and staff work collaboratively to volunteer in the community together.</p>	<p>Track parent volunteers in classrooms and school sponsored events.</p> <p>Track attendance of students and families for each event.</p> <p>Track hours/meetings between student mentors and mentees and the activities they engage in.</p> <p>Record community events that RSES staff organize and/or participate in.</p> <p>Showcase parent and staff collaboration in the school and community on social media and in monthly newsletters.</p>	<p>Training protocol for parent volunteers; collaborate with K-3 school leaders and the K-3 parent-teacher association.</p> <p>For the mentoring program, set up a committee with JSHS staff and hold a meeting once a month.</p> <p>Space for mentors to meet, supervision of students.</p> <p>Collaborate with the public relations representative for the district.</p>
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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		
Staff Survey	Flexibility and efficiency for communicating with families: “I am able to communicate with families efficiently and purposefully.”	Midyear goal: 70% of teachers agree or strongly agree with the statement. End of year goal: 100% of teachers agree or strongly agree with the statement.
Family Survey	Part of a welcoming and affirming environment: “I feel welcomed to participate in school sponsored events and activities.”	Midyear goal: 60% of parents agree or strongly agree with the statement; End of year goal: 85% of parents agree or strongly agree with the statement.

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 3

Monitoring systems, logs of communication, attendance records for events and activities will show that the school staff and administration has made a positive connection/attempt to communicate in a variety of ways to all the families of students.

COMMITMENT 4

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to increasing student participation on ELA and Math state assessments.</i></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>The stakeholder team feels that that very specific attention should be given to increasing the participation on state assessments. Historically, many parents at Roberts Street Elementary have "opted" their child(ren) out of state assessments or indicated a "refusal" for their child(ren) to sit for the exams. Knowing that this measure of accountability for the school district is one of the reasons the school was originally targeted with the CSI designation, we believe this matter deserves to be a commitment of its own.</p> <p>Additionally, the stakeholder team believes that if a culture shift occurs in which our students and parents view the state assessments as a mechanism for building individual academic growth, not as a hindrance to educational plans and systems, then participation on state assessments will increase.</p> <p>Our work with the other commitments will indirectly support this commitment. If more students take the state assessments, then we will have useful data to monitor student achievement to inform future instruction. If we make positive relationships with our families, then more parents will be willing to listen to the reasons why taking these assessments are so critical to the success of their child(ren). If students are excited about learning and coming to school, then they will be excited to find out how well they are learning and will want to get better at the things they need to.</p> <p>Lastly, from <i>How Learning Happens</i>, it is important to begin to shift the narrative "from believing that our talent and potential are fixed to knowing that our experiences, relationships, environments, and agency drive how we learn and who we become."</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>Clear and consistent communication to parents, guardians, and caregivers.</p>	<p>School leaders and experts in the field will fully explain to parents why low participation on state assessments, among other reasons, is part of our school's CSI designation and that <i>not</i> taking the test is not positive but is a negative choice for both the school and students. This information will be addressed in-person assuring the message is received, versus sending out informational paperwork or access to video links that may or may not be read or viewed.</p> <p>School leaders will create multiple flyers/brochures to explain the assessments better to parents; to explain the things that could happen if we do not get off the list.</p> <p>Hold meetings/presentations in the evening inviting parents and community members to learn more about the <i>Every</i></p>	<p>Track information shared and with whom, by whom.</p> <p>Give an informal poll to families to gauge their understanding of our designation and purpose of state assessments.</p> <p>Give an informal poll to gauge families' decisions for their child(ren) to refuse to take the state assessments.</p>	<p>Space to hold evening presentations/ meetings.</p> <p>Space for babysitting services.</p> <p>Funding for food and beverages.</p> <p>Funding for guest speakers.</p>

Commitment 4

	<p><i>Student Succeeds Act (ESSA)</i> measures of accountability and how they impact our designation.</p> <p>The principal will extend personal invitations to parents/families who have refused the test in the past to come in and meet informally to discuss the advantages of taking the test and explain reasons why students should take the test.</p>		
<p>Cultivate a culture to embrace academic growth and achievement.</p>	<p>School leaders and staff will work to change the mindset around taking the test for students by helping them look at the test as <i>“getting to show what they do know”</i>.</p> <p>The principal and staff will build in activities/events that get the whole school excited about getting to take it - tied to celebration days and assemblies.</p> <p>School leaders will support teachers to implement cohesive test-preparation materials.</p> <p>School staff will organize pep rallies for students to get excited for state tests.</p> <p>School staff will establish forms of healthy competition amongst teams and groups of students/classes to show academic and behavioral growth.</p>	<p>Track students' SMART goals.</p> <p>Grade level teams will report progress on test preparation during grade level meetings with the principal.</p>	<p>Funding for assemblies and celebrations; rewards/prizes to recognize student growth; guest speakers.</p> <p>Funding for test preparation materials.</p> <p>Professional development with instructions coaches to support test preparation and data analysis.</p> <p>Time to analyze mock tests and inform instruction.</p>

Commitment 4

	<p>Students will set SMART goals for themselves academically and/or behaviorally to create a growth mindset.</p> <p>The principal and staff will create a form of visual recognition to showcase student growth; for example: instead of “Honor Roll”, make it “On-A-Role” to include everyone and their individual goals.</p>		
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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	“I am ready to take the ELA and Math state assessments.”	Quarter 1 Goal: 65% of students will agree or strongly agree with the statement Quarter 3 Goal: 85% of students will agree or strongly agree with the statement
Staff Survey		
Family Survey	“I understand that taking state assessments is an important part of my child(ren)’s education.” “I understand what could happen at my child(ren)’s school if we don’t increase the number of students taking the exam.”	Quarter 1 Goal: 75% of parents will agree or strongly agree with the statement Quarter 3 Goal: 100% of students will agree or strongly agree with the statement

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

Our goal is to meet the ESSA accountability measure of 95% of students taking both the ELA and Math New York State assessments.

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	Instructional Coaching
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Canastota CSD will implement a third instructional specialist, with a focus on mathematics, for the 2021-2022 school year. Our instructional coaches will support our first commitment, by which <i>we commit to building and sustaining a cohesive and relevant curriculum.</i></p> <p>The role of the instructional coaches will be to provide individualized, time-intensive, coaching and support to teachers as they further develop instruction to be highly engaging and cognitively accessible for all students in all instructional areas.</p>

Evidence-Based Intervention

Our literacy, math, and instructional technology coaches will:

- Help teachers implement effective, relevant instructional strategies and new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.
- Use their experience and knowledge to help teachers understand content standards and how components of a curriculum link together; in addition, these individuals can ensure a consistent curriculum implementation throughout the school.
- Lead conversations that assist teachers in analyzing data and then applying the data to inform and strengthen future instruction.

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	

Evidence-Based Intervention

include a description of the research methodology

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Shawn Bissetta	Superintendent
Christopher Clancy	Assistant Superintendent
Karen Henner	SCEP Facilitator/Director of Instructional Support Services
Michael Faustino	RSES Principal until 6/30/21
Amy Konz	Regional Data Leader
Sara Melita	NYSED Representative
Stephen Dennett	NYSED Representative
Susan Anderson	Educational Consultant
Tracy Timmins	4th Grade Teacher
Jill Mahony	5th Grade Teacher
Nicolle Findlay	6th Grade Teacher
Dana Podkówka	Social Worker at Roberts Street Elementary
Austin Nojaim	ENL Teacher
Nicole Krumbach	Special Education Teacher
Jennifer Nolan	Special Education Teacher
Julie Hollibaugh	Parent
Dominique O'Mara	Parent
Jaclyn Buzzard	Parent

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
6/2/21	x	x				
6/9/21	x	x				
6/16/21		x	x	x		
7/1/21	x	x	x	x	x	
7/8/21				x	x	
7/15/21					x	
7/23/21						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 responses from the student interviews illustrate that our students want school to be a place where learning is engaging for everyone. Students want to be involved in positive events and learning opportunities both during and after school hours. Additionally, students indicated that some of the best parts of their learning in the past involve a positive social element like going on a field trip, working in small groups, or working with a faculty member.

Equity Self-Reflection

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

The results show that we are not clearly "sustaining" in any category, but there are several areas we have implemented that we need to further develop that will support our overall commitments for next year such as: prioritizing social-emotional learning programs, assessing school climate using a variety of measures, fostering close relationships with students and families to gather insights into learning preferences and experiences, further developing student-led civic engagement projects and school-based leadership opportunities, and facilitating teaching and learning experiences that enable students to grow as independent learners.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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

Submission Instructions

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

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

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