New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2022-2023

District	School Name	Grades Served
Utica City School District	Roscoe Conkling Elementary	K-6

Collaboratively Developed By:	
The Roscoe Conkling Elementary SCEP Development Team:	
Heather Galinski	Principal
Deb Rowlands	Social Worker
Savannah Leo	AIS Facilitator
Patti Terry	Special Education Teacher
Amy Conte	ENL Teacher
Courtney Picente	Reading Teacher
Ryan Parry	Music Teacher
Deanna Kennedy	Grade 1 Teacher
Meghan Klausner	Grade 2 Teacher
Ashley Usmail	Grade 3 Teacher
Rebecca Blaise	Grade 4 Teacher
Mary Ellen Snyder	Grade 6 Teacher

And in partnership with the staff, students, and families of Roscoe Conkling Elementary.

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 commit to deepening connections among Students, Staff and Community to address the diverse population of Conkling and address the Social Emotional needs of our students.
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 believe that as a school we need to incorporate a common curricular experience for all of our students. We have discovered through the Equity Self-Reflection that faculty and staff would welcome the use of materials that connect to the cultural identities of our students. We have also discovered through The Equity Self Reflection that cross- curricular congruency planning will further support the enhancement of a common curricular experience for our students. Students shared in interviews, that although they felt supported by their teachers during the return to full in-person instruction, it was difficult to develop positive social interactions between teacher/student and student/student. However, students did respond that as social distancing eased they were able to work in groups and with peers in the classroom and start to build positive relationships with their peers. Students also shared that although they did not experience racism from the faculty and staff, they did feel that this is an occurrence peer to peer. The students stated that they were comfortable to begin the discussion of race and culture in the classroom. While the students feel they are ready to begin these discussions in the classroom, the teachers shared that they are not as comfortable. They agree that they will need to be better prepared. Conkling Elementary is committed to continuing to foster positive relationships within our school and community.

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?
Incorporate Social Emotional Learning/Mindfulness into Morning Program and lesson planning.	The building leader, School Based Inquiry Team, and school social worker will continue to establish monthly Social Emotional Learning and Mindfulness strategies to align with Positive Behavior Interventions and Supports (PBIS) Mega Skills. Incorporate strategies into Morning Program and daily announcements to increase positive relationships and social emotional leaning. Incorporate school wide Social Emotional mini lesson into instruction monthly.	Students will be able to identify and explain the mindfulness technique/skill.	Funding to support the PBIS program and Social Emotional Learning.
Positive Behavior Interventions and Supports (PBIS)	An incentive program will be incorporated into the monthly assemblies to recognize a primary and intermediate class that demonstrates the PBIS Mega-Skill.	Decrease in number of Office Discipline Referrals. The building leader and instructional support team will analyze the data for effectiveness.	Funding to support the PBIS program and Social Emotional Learning.

	Continue the incentive program that takes place during monthly assemblies to recognize students who display "Random Acts of Kindness" throughout each month.		
Provide opportunities for students to engage with teachers, community, and peers.	Provide two family night events where students will participate in a collaborative manner toward targeted topics that will be essential for academic success. Host a school wide Wellness Day to build student self-efficacy and address Social Emotional needs. Incorporate lessons into daily instruction to increase positive relationships and social emotional learning. Primary classrooms will partner with intermediate classrooms to collaborate with group projects, peer tutoring, and to foster a positive school community.	Parent and Student survey	Funding to support teacher planning and materials.
Check-in Check-out Program	The building leader, Instructional Support Team, and school social worker will establish monthly meetings to review next steps and effectiveness of the program. The building leader and Instructional Support Team will continue the "check-in check-out" system to support students	Decrease in number of Office Discipline Referrals. The building leader and Instructional Support Team will analyze the data for effectiveness.	Teacher planning time

	that display difficulty with the structures of the school day. This intervention will focus on students who are in need to improve behavior, for students struggling with positive social interactions, and students who need extra motivation to attend to and complete school work.		
Targeted efforts to provide increased opportunities for school clubs/participation.	The building leader, school social worker, and School Based Inquiry Team will establish a student leadership team to implement service-learning projects throughout the school year. The programs will foster pride and build school community.	The program will improve daily school attendance and assist in fostering positive teacher/student relationships. Student/Parent Survey	Funding for Extended Learning Time for Project based learning activities, teacher planning, and materials.
Faculty/Staff Book Study	The building leader, School Based Inquiry Team, and school social worker will research and identify a text that can be utilized for Professional Development to continue to bring cultural awareness to the faculty and staff of the building.	Teachers and staff are reinforcing the strategies identified to bring a focus to cultural awareness building wide.	Funding for book and Professional Development

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	• Do you feel you have a positive relationship with your classmates? • Do you feel you have a positive relationship with your teacher? • Besides your teacher, is there another adult in the school you can seek out if you need help?	80% for all
Staff Survey	• The school values the work I do to support students beyond the curriculum?	80% for all
Family Survey	• My child feels connected to the school? • The faculty/staff at the school care about my child?	95% for all

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.
A 2.5% reduction in the Chronic Absenteeism Rate, as aligned with District Goals. An emphasis will be placed on the identified Level 1 sub-groups. A reduction in the overall percentage of Office Discipline Referrals 80% of students will agree or strongly agree with the statements: • Do you feel you have a positive relationship with your classmates? • Do you feel you have a positive relationship with your teacher? Besides your teacher, is there another adult in the school you can seek out if you need help?

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to increasing student engagement with learning, so students have increased confidence towards academic success.
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 know that teachers have been utilizing Instructional Norms that were identified during the book study, Explicit Direct Instruction, this has led to an increase in student engagement, fostered positive relationships, and helped to build academic success during daily instruction. We will begin to implement small group instruction throughout the school day as outlined during the book study, Making the Most of Small Groups Differentiation for All, to continue to increase student engagement, foster positive relationships, and build academic success to close academic gaps. We also anticipate this contributing toward a decrease in chronic absenteeism. When students feel confident in their academics and experienced positive relationships with those in the school, they are more likely to regularly attend school. Students shared that they enjoy working in groups with peers and teachers. They also shared that as social distancing requirements lessened, small group work was a positive part of their school day. The How Learning Happens document and the student interviews caused us to examine the benefit of increased teacher/student engagement in the classroom and the direct benefit of improved student confidence that leads to academic success.

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?
Instructional Norms	Teachers will implement differentiated targeted small group instruction as determined by data analysis to meet the varying academic needs of all students. The building leader and School Based Inquiry Team (SBIT) will continue to monitor the building wide instructional norms. Teachers will utilize the instructional norms in daily lesson planning to ensure a decrease in academic gaps is occurring.	Instructional Walk and Lesson Plan Data will reflect the instructional norms into daily instruction. Student Work Analysis Planning (SWAP) sessions will be held at each grade level to analyze the effectiveness of the instructional norms and make necessary course corrections.	Funds for teacher planning time for implementation and review of instructional norms.
Structured grade level and vertical team meetings to share best practices and evaluate student data.	Student Work Analysis sessions will be held quarterly under the guidance of the AIS Facilitator and building leader. The purpose of the quarterly meeting is to identify gaps, create an action plan, and make necessary course corrections in instruction.	Instructional Walk and Lesson Plan data will be reviewed to monitor teacher adjustments to instruction.	Funds for teacher planning time.

	Teachers will take part in peer observation to gain insight in best practices. Congruence planning will take place monthly with the grade level below and/or the grade level above to help better prepare students academically. Congruency meeting minutes will be shared across the grade levels and content area for more cohesive lesson planning.		
Mid-Year Assessment	Students in grades 3-6 will be given a mid-year assessment in both ELA and Math. Based on the data results of the each assessment, a 60 day plan will be created by the building leader, AIS Facilitator, and School Based Inquiry Team to ensure students are on track to reaching proficiency on New York State Assessments.	A 3% or greater increase in proficiency rate on both the New York State ELA and Math Assessments is reached. Mid-Year Check Data: ELA – 40% of students will achieve a 65% or higher. Math – 35% of students will achieve a 65% or higher.	Funds for teacher planning time.

Commitment 2

Targeted Extended Learning	Targeted Extended Learning will be implemented for grade 3-6 to address identified gaps in instruction.	Student assessment data will be analyzed for an overall improvement to ensure that the school is on track to meet academic goals.	Funds for teacher planning and instruction for Extended Learning programs.
Established Entrance and Exit grade level criteria.	Teachers will continue to utilize the progress monitoring system to ensure students are on track and making course corrections to instruction when necessary. The building leader and AIS Facilitators will hold grade level/support staff meetings to reinforce collaborations so that prioritized curriculum is being taught across all content areas.	i-Ready data assessment: ELA – 55% of students will perform at or above grade level. Math – 60% of students will perform at or above grade level.	Funds for teacher planning time.

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	• Do you feel supported by teachers with your learning? • My school helps me to develop the skills and knowledge I need to be successful in learning.	80% for all
Staff Survey	• The school makes sure that all students can experience success.	80%
Family Survey	• My child feels that they have the tools and the strategies to be successful in school.	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

On the 2018-2019 Grades 3-6 New York State Assessments ELA proficiency rate was 26% and Math proficiency rate was 36%. The goal for the 2022-2023 school year is to have a 3% increase in the proficiency rate on Grades 3-6 New York State ELA and Math Assessments.

Currently, approximately 38% of teachers incorporate strategies into daily lessons and teacher practice that increase student engagement. The goal for the 2022-2023 school year would be at least 50% of teachers will reference strategies to increase student engagement into daily lesson planning.

80% of teachers will make reference to established entrance/exit criteria to the prioritized curriculum being taught in their lesson plans.

Teachers will progress monitor 100% of the students in their classroom.

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 Model – American Institute for Research Model
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	All

☐ 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
Heather Galinski	Principal
Savannah Leo	AIS Facilitator
Patti Terry	Special Education Teacher
Amy Conte	ENL Teacher
Courtney Picente	Reading Teacher
Ryan Parry	Music Teacher
Deanna Kennedy	Grade 1 Teacher
Meghan Klausner	Grade 2 Teacher
Ashley Usmail	Grade 3 Teacher
Rebecca Blaise	Grade 4 Teacher
MaryEllen Snyder	Grade 6 Teacher
Deb Rowlands	Social Worker
Valerie Swift	Parent
Monique Ramirez	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 (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
5/23/2022	X					
5/24/2022		x	X			
5/25/2022			x	x	X	
5/26/2022			x	x	x	
5/31/2022			x	x	x	
6/1/2022			x	x	x	

Learning As A Team

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

Students were interviewed in two sessions; session one was with primary students in grades K-2 and the second session was with intermediate students in grades 3-6. In total, 10 students were interviewed. Each session contained questions on "Navigating the COVID-19 Pandemic" and "Race and Racism."

Navigating the COVID-19 Pandemic

In session one, there were 4 students from grades K-2. Students expressed the most exciting things learned at school this year. Students felt that going to library and learning about the books was a very exciting part of school. Due to the COVID pandemic, many of the students were unable to check out a book until this year. Several students stated that they felt smarter when they took the books home. Students also expressed that they also liked learning how to read and learning "more difficult" math. They then shared that they would like to learn how to mix things, like in science. They also wanted to continue to learn "hard math" and word problems. All of the students expressed that they would like to learn how to read better. Students were then asked to share ways and ideas to make learning more exciting and engaging. A student shared that she would like more things that involve moving your body. While another student added they would like to be able to go outside more to learn. They all agreed that group work and working with classmates makes learning more fun. One student expressed she wanted to make more friends and thought working together with friends would help. Students then discussed what the transition to in person learning has been like. They expressed that they like that they do not have to social distance anymore and that masks are off. Students stated that they like to see each other's faces and their teacher's face.

In session two, there were 5 students from grades 4-6. Students shared what they thought were the most exciting parts of the school year so far. Several students expressed that they enjoyed learning more science this year now that they are in person. Another student explained how joining the "Green Team" was her favorite part of the year. A student in grade six, expressed that she enjoyed learning about Egypt and the desert. When asked what they would like to learn more about, the students all stated science and social studies. They feel that there are times they are not taught this at enough and that these subjects are their favorites. One student would like to see sports and movement activities incorporated in the classroom. Students feel that increasing movement activities and allowing students to work in groups or with a partner, would be a more engaging and exciting way to learn. In addition, students were asked about the transition from being remote last year and even where they are now allowed to take of masks. One student expressed she didn't like taking her mask off. She felt that she lost privacy by doing so. Other students expressed they were happy that less people were sick and that they could be with their peers more.

Race and Racism

In session one, students struggled with answering the questions. They felt that everyone should know that "every part of a person is special" and that they like finding friends who are like them. I asked what does that mean. Students expressed not racially or ethnically alike, but they want to find friends who like similar things and are nice to everyone.

In session two, students expressed that they think that racism does occur in the school but not by the teachers, they felt it was more student to student. Students felt that racial slurs are used and are not sure if teachers are aware that it is happening. It tends to happen, they expressed, in less structured settings. One student would like to learn more about other cultures, because her friends do not know about her home flag. She feels that other races should be taught in school and that by teaching about others, you lead to teaching about race and racism. Students feel that educating each other about different cultures could serve as a way to eliminate racism versus just teaching people to not be racist.

Equity Self-Reflection

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

The Equity Self-Reflection was broken up into four different categories: *Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning and Support.*

When discussing a *Welcoming and Affirming Environment,* the School Based Leadership Team felt that we continue to build positive relationships with our students and families. We strive to make Conkling a welcoming environment and continually make course corrections to improve the relationships with our families. We would like to start implementing Google forms as a way to survey our families to collect data and make informed decisions about our school. We have all agreed as a leadership team that there needs to be a high priority in the area of social-emotional learning in all classrooms. Programs will be introduced and implemented with the guidance of the school social worker.

When discussing the area of *High Expectations and Rigorous Instruction,* our main focus of discussion centered around the statement of establishing an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator. We feel that we address these topics more in isolation when needed, however, through Social Emotional Learning we would like to incorporate this into school wide instruction. We feel that to effectively make this happen Professional Development needs to take place.

When discussing the area of *Inclusive Curriculum and Assessment,* we feel that incorporating curriculum, texts, content, and assignments that activate connections to student experiences is the focus of our daily instruction; however we need to ensure that opportunities are created to allow different perspectives so that all of our students' voices are being represented in daily instruction.

When discussing the area of, *Ongoing Professional Learning and Support,* the leadership team felt strongly that on -going Professional Development, discussions at Vertical Team meetings and incorporating The Culturally Responsive-Sustaining (CR-S) framework into faculty

meetings and grade level meetings will guide our building to help us to directly address educator and student identities and understand and unpack privilege.

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.