



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

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 M. Galinski	Principal
Deb Rowlands	Social Worker
Savannah Leo	AIS Facilitator
Patti Terry	Special Education Teacher
Amy Conte	ESOL Teacher
Courtney Picente	Reading Teacher
Ryan Parry	Music Teacher
Deanna Kennedy	Grade 3 Teacher
Ashley Usmail	Grade 4 Teacher
Rebecca Blaise	Grade 4 Teacher
Dawn Mastroianni	Grade 5 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

### Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

### Strategies

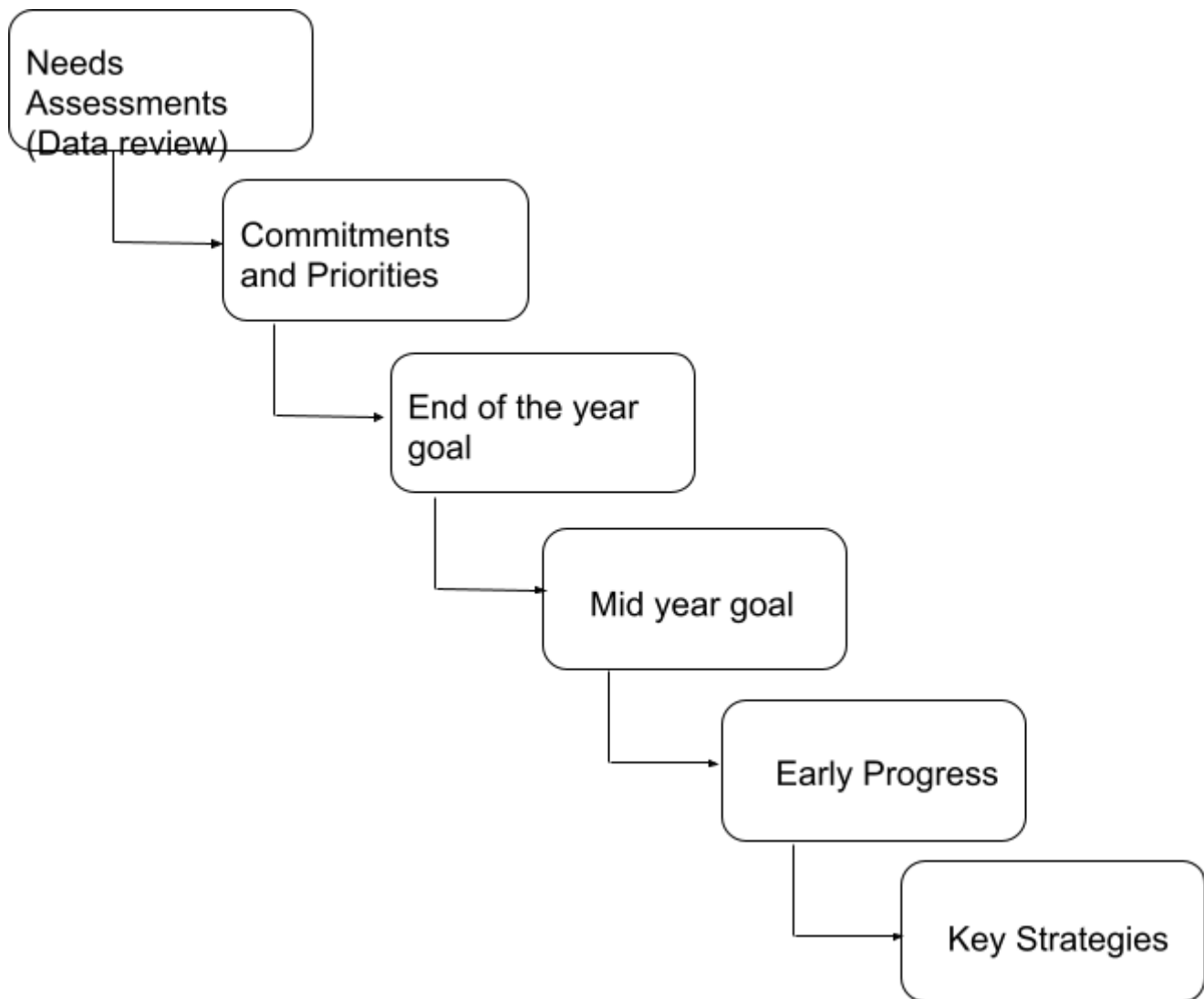
In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

### Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)

- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)



## COMMITMENT I

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	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.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>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.</p> <p>Students shared in interviews that they have seen themselves grow academically throughout the school year, improving in reading and math. They shared that some would like to take part in band or orchestra lessons. Other students spoke up to make them aware of these opportunities at the school.</p> <p>Students were asked what “we” could do as a school to help students feel better about being at school. Some of the students noted that negative student behaviors have seemed to be getting worse and it made making friends harder because of these behaviors. Students shared that teachers used multiple ways to end these behaviors. The students also shared that they felt more in school projects and clubs would help to decrease negative behaviors.</p> <p>Conkling Elementary is committed to continuing to foster positive relationships within our school and community.</p>

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)

Commitment 1

<b>End-Of-The-Year Goals</b>	A reduction in the Chronic Absenteeism Rate.	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. Currently for the 2022-2023 SY the absenteeism rate was 33.8%.	
	A reduction in the Suspension Rate	A 2.5% reduction in the Suspension Rate, as aligned with District Goals. Currently for the 2022-2023 SY the Suspension Rate was 5.19%.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>Do you feel you have a positive relationship with your classmates?</li> <li>Do you feel you have a positive relationship with your teacher?</li> <li>Besides your teacher, is there another adult in the school you can seek out if you need help?</li> </ul>	80% for all	

Commitment 1

<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>The school values the work I do to support students beyond the curriculum?</li> </ul>	80% for all	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>My child feels connected to the school?</li> <li>The faculty/staff at the school care about my child?</li> </ul>	95% for all	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Office Discipline Referrals (ODR's)	A decrease in the number of ODR's from the 2022-2023 SY. There were 100 ODR'S made in the 2022-2023 SY.	
	Student attendance Rate	An increase in the monthly attendance rate percentage from the 2022-2023 SY. The average monthly attendance was at 90% for the 2022-2023 SY.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	i-Ready Diagnostic 2	By January 2024, there will be an increase in student i-Ready scale scores of 20-30 points in grades K-6 from Diagnostic 1-Diagnostic 2, due to an increase in daily attendance.	

### Commitment 1

<b>Adult/Schoolwide Behaviors and Practices</b>	Meeting Minutes Reviewed	Grade level and Vertical team meetings will be held monthly to review feedback and discuss best practices for student engagement.	
<b>Student Behaviors and Practices</b>	Increase in overall student attendance rate	Student overall attendance rate will be 91% or higher for each month.	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<b>Incorporate Social Emotional Learning/Mindfulness into Morning Program and lesson planning.</b>	<p>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/ Positivity Project (PBIS) Mega Skills.</p> <p>Incorporate strategies into Morning Program and daily announcements to increase positive relationships and social emotional leaning.</p>	Students will be able to identify and explain the mindfulness technique/skill.	Funding to support the PBIS program and Social Emotional Learning.



Commitment 1

<p>Incorporate school wide Social Emotional mini lessons into instruction monthly.</p>			
<p><b>Positive Behavior Interventions and Supports/Positivity Project (PBIS)</b></p>	<p>An incentive program will be incorporated into the monthly assemblies to recognize a primary and intermediate class that demonstrates the PBIS Mega-Skill.</p> <p>Continue the incentive program that takes place during monthly assemblies to recognize students who display “Random Acts of Kindness” throughout each month.</p>	<p>Decrease in number of Office Discipline Referrals. The building leader and instructional support team will analyze the data for effectiveness.</p>	<p>Funding to support the PBIS program and Social Emotional Learning.</p>
<p><b>Provide opportunities for students to engage with teachers, community, and peers.</b></p>	<p>Provide two family night events where students will participate in a collaborative manner toward targeted topics that will be essential for academic success.</p> <p>Host a school wide Wellness Day to build student self-efficacy and address Social Emotional needs.</p> <p>Incorporate lessons into daily instruction to increase positive relationships and social emotional learning.</p>	<p>Parent and Student survey – increase in number of participants/surveys received back</p>	<p>Funding to support teacher planning, ELT and materials.</p>

Commitment 1

	<p>Primary classrooms will partner with intermediate classrooms to collaborate with group projects, peer tutoring, and to foster a positive school community.</p>		
<p><b>Check-in Check-out Program</b></p>	<p>The building leader, Instructional Support Team, and school social worker will establish monthly meetings to review next steps and effectiveness of the program.</p> <p>The building leader and Instructional Support Team will continue the “check-in check-out” system to support students that display difficulty with the structures of the school day.</p> <p>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.</p>	<p>Decrease in number of Office Discipline Referrals. The building leader and Instructional Support Team will analyze the data for effectiveness.</p>	<p>Teacher planning time</p>
<p><b>Targeted efforts to provide increased opportunities for school clubs/participation.</b></p>	<p>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.</p>	<p>The program will improve daily school attendance and assist in fostering positive teacher/student relationships.</p>	<p>Funding for Extended Learning Time for Project based learning activities, and clubs,</p>

Commitment 1

		<p>Decrease in chronic absenteeism rate. For the 2023-2024 SY, our rate of chronic absenteeism was 33.8% for the 2022-2023 SY.</p> <p>Student/Parent Survey</p>	<p>teacher planning, and materials.</p>
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## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We are committed to increasing student engagement with learning, so students have increased confidence towards academic success.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>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 continue 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.</p> <p>Students shared that they enjoy working in groups with peers and teachers. They also shared that small group work was a positive part of their school day.</p> <p>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.</p>

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)

## Commitment 2

<b>End-Of-The-Year Goals</b>	Grades 3-6 New York State ELA and Math Assessments.	On the 2021-2022 Grades 3-6 New York State Assessments ELA proficiency rate was 23% and Math proficiency rate was 19%. The goal for the 2023-2024 school year is to have a 3% increase in the proficiency rate in both assessments.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>Do you feel supported by teachers with your learning?</li> <li>My school helps me to develop the skills and knowledge I need to be successful in learning.</li> </ul>	80% for all	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>The school makes sure that all students can experience success.</li> </ul>	80%	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>My child feels that they have the tools and the strategies to be successful in school.</li> </ul>	80%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Commitment 2

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Mid -Year Check Assessment Data in ELA and Math	Students in grade 3-6 will score at 40% or higher to reach the target goal of a 3% increase in the NYS ELA and Math Assessments.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	i-Ready Diagnostic 1	ELA – 25% of students were performing at or above grade level.  Math – 25% of students were performing at or above grade level.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Teacher observations, Instructional Walk Data, and lesson plans	Currently, approximately 38% of teachers incorporate strategies into daily lessons and teacher practice that increase student engagement. The goal for the 2023-2024 school year would be at least 50% of teachers will reference strategies to increase student engagement into daily lesson planning.	
<b>Student Behaviors and Practices</b>	Increase in overall student attendance rate	Student overall attendance rate will be 90% or higher for each month.	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Instructional Norms	<p>Teachers will implement differentiated targeted small group instruction as determined by data analysis to meet the varying academic needs of all students.</p> <p>The building leader and School Based Inquiry Team (SBIT) will continue to monitor the building wide instructional norms.</p> <p>Teachers will utilize the instructional norms in daily lesson planning to ensure a decrease in academic gaps is occurring.</p>	<p>Instructional Walk and Lesson Plan Data will reflect the instructional norms into daily instruction.</p> <p>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.</p>	Funds for teacher planning time for implementation and review of instructional norms.
<b>Structured grade level and vertical team meetings to share best practices and evaluate student data.</b>	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.

Commitment 2

	<p>Teachers will take part in peer observation to gain insight in best practices.</p> <p>Congruence planning will take place monthly with the grade level below and/or the grade level above to help better prepare students academically.</p> <p>Congruence meeting minutes will be shared across the grade levels and content area for more cohesive lesson planning.</p>		
<b>Mid-Year Assessment</b>	<p>Students in grades 3-6 will be given a mid-year assessment in both ELA and Math.</p> <p>Based on the data results of 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.</p>	<p>A 3% or greater increase in proficiency rate on both the New York State ELA and Math Assessments is reached.</p> <p>Mid-Year Check Data:</p> <p>ELA – 40% of students will</p>	Funds for teacher planning time.



Commitment 2

		<p>achieve a 65% or higher.</p> <p>Math – 35% of students will achieve a 65% or higher.</p>	
<b>Targeted Extended Learning</b>	<p>Targeted Extended Learning will be implemented for grade 3-6 to address identified gaps in instruction.</p>	<p>Student assessment data will be analyzed for an overall improvement to ensure that the school is on track to meet academic goals.</p>	<p>Funds for teacher planning and instruction for Extended Learning programs.</p>
<b>Established Entrance and Exit grade level criteria.</b>	<p>Teachers will continue to utilize the progress monitoring system to ensure students are on track and making course corrections to instruction when necessary.</p> <p>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.</p>	<p>i-Ready data assessment:</p> <p>ELA – 55% of students will perform at or above grade level.</p> <p>Math – 60% of students will perform at or above grade level.</p>	<p>Funds for teacher planning time.</p>

## COMMITMENT 3

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>			

### Commitment 3

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey			
Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data			
Adult/Schoolwide Behaviors and Practices			

Commitment 3

Student Behaviors and Practices			
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## COMMITMENT 4

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>			

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>			

#### Commitment 4

<b>Staff Survey</b>			
<b>Family Survey</b>			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>			

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>			
<b>Adult/Schoolwide Behaviors and Practices</b>			
<b>Student Behaviors and Practices</b>			

#### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes,

Commitment 4

		Individuals) are necessary to support these strategies?

## 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)	All
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Supports best practices and in the moment course correcting to improve overall academic success.



## ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

## Evidence-Based Intervention

**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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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 M. Galinski	Principal
Deb Rowlands	Social Worker
Savannah Leo	AIS Facilitator
Patti Terry	Special Education Teacher
Amy Conte	ESOL Teacher
Courtney Picente	Reading Teacher
Ryan Parry	Music Teacher
Deanna Kennedy	Grade 1 Teacher
Ashley Usmail	Grade 3 Teacher
Rebecca Blaise	Grade 4 Teacher
Dawn Mastroianni	Grade 5 Teacher

## Our Team's Process

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## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## 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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
5/22/2023	x				x		
5/30/2023	x			x			
6/1/2023	x		x	x			
6/6/2023	x		x				
6/15/2023	x	x	x		x	x	x
6/26/2023	x	x	x			x	x

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompt below.

### Student Interviews

**Describe how the Student Interview process informed the team's plan**

Students were interviewed in three sessions; session one was with students in third and fourth grade, session two was with fifth grade, and session three was with sixth grade. Students were asked and were allowed to discuss a total of 12 questions about the school and its climate.

Each session started with asking students what ways that they have seen themselves grow or something he/she learned over the past year. Many students gave academic answers such as learning how to read better, mastering some multiplication facts, and writing an essay. One student shared how she won the East Optimist award, while another student focused on “finally” making new friends. One student shared that she liked music class but is disappointed that she didn’t have more opportunities to play an instrument in class. Other students shared with her about band lessons, she just shared that some parents won’t let their kids sign up. This segued into the next topic of what did you learn about yourselves.

Students in sixth grade all expressed their dislike of Peaceful Morning. They shared that they often would try to be late to school so that they would not have to attend. Students in the younger grades expressed how much they enjoyed Peaceful Morning. Many students said that they learned that math is a lot harder for them than last year. This was a common trend throughout the grades. They shared a lack of confidence in math and that they felt they were better at math last year.

Students were asked “what are some things you think are important for all teachers to know about what it is like to be a student at our school?”

Students wanted teachers to know that a lot of students at Conkling do not have anyone at home to help with projects and homework. A lot of kids want to participate in the multicultural night and science fair. They shared that all of the students should have time to participate in school in these activities. Students also shared that teachers should let them use the bathroom independently. They shared that some of them get anxious and can't use the bathroom because all of the classes are there and waiting. One student shared she won't use the bathroom at school unless it is when the whole class is not there. An additional comment about home life, students shared that they have a great deal of responsibilities at home that aren't always a “kid's job.”

Students shared that they really liked international night and the science fair being added to Conkling's school wide activities. Students did not have any worries for next year, except for students transitioning to middle school. One student said that she is worried about managing her time in middle school because in the elementary even your bathroom time is scheduled out.



During the sessions, students were asked about what could “we” as a school do, to help students feel better about being at school. Students expressed that negative student behaviors seem to get worse, but those students stay in the class and disrupt everyone else. One student said that this makes it really hard to make friends with kids because the whole class gets punished or loses a privilege because certain students constantly misbehave. Students want clearer consequences and seeing that those are carried out. These comments followed the same theme of one to two students causing disruption for everyone. One student was very agitated that when one student acted out, it felt like the whole class would be punished. Students shared that teachers use multiple ways to tell students that they are on track or cueing them that they are off track. These present through verbal praise, using peer models, giving a “teacher stare,” hand cues and gestures.

When asked about their school experiences, students shared that their best days of school this year were the carnival, field trips, and holiday parties. They all expressed that they felt safe at school. When asked who they can turn to for help at school, all students named a person quickly. All but one student named someone who was not their own teacher.

When asked, what is one thing your teacher should know about you there were a mix of answers. The first student shared that teachers should know that there are days where he comes to school after seeing a family member get arrested. He said that because of this, he often needs time to cool down and readjust. One student expressed how hard it was to be patient and that it doesn’t mean he is a bully. Another student shared that he is “not dumb” and wants his teachers to know that. Other students expressed that they would like more independent work.



## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** 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 July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.