New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Cairo-Durham CSD	Cairo-Durham Elementary	K-5

Collaboratively Developed By:

The Cairo-Durham Central School District SCEP Development Team
Mr. Christopher Stein, Principal
Danielle Czech, assistant principal
Michelle Reed, executive director of learning
Katie Chase, kindergarten team leader
Tammy farnsworth, first grade team leader
Karen Zindell, second grade team leader
Lucy Baeckmann, third grade team leader
Marcie Rath,. fourth grade team leader
Rachel Pollard, fifth grade team leader
Julia Wanek, sped team leader

Danielle Halwick, second grade
Wendy Choinsky, first grade & parent
Kim Mooney, fourth grade
Kathy Williams, fifth grade
Rob Becker, counselor
Kayla Carpenter, psychologist
Nicole Greci, parent
Amanda Rushkoski, parent
Rachel Vandenburgh, parent

And in partnership with the staff, students, and families of Cairo-Durham 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 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 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

What is one commitment we will promote for 2021-22?

We are committed to acknowledging and putting into practice the belief that building trusting relationships and focusing on social emotional growth is as important as academic growth. We strive to provide a safe, responsive educational experience for all students that fosters their sense of belonging and value in their classroom, school, and larger Cairo-Durham community which helps increase confidence towards graduating from Cairo Durham.

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 all students, faculty, and staff's social emotional health is vitally important to building a positive future in our community.

We believe building relationships are the foundation which all other aspects of school and learning are based on.

Based on the Equity Self Reflection, we want all students, faculty, and staff to feel a sense of belonging to our school and community.

Students shared during the interview process they enjoyed the school's SEL programs and felt connected to their teachers and classmates. Students also shared the desire to participate in school events such as the carnival and special persons dinner/dance.

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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?
The Positivity Project	- P2 calendar shared with all faculty and staff - Weekly assemblies for each grade level - Student identified per class to receive positive referral - Student recognition of other students at assemblies	- Decrease in unexpected behaviors in classrooms, bathrooms, hallways, and lunch/recess - Quarterly discipline and positive referral data	- P2 website and slideshow - Google Meet assembly schedule by grade - P2 Referrals and awards
PBIS Team	- bi monthly meetings - creation of PBIS events throughout the school year	- increase of participation in meetings - increase of community participation at events - Review of event attendance at PBIS meetings	- fundraising opportunities throughout the year - Staff input/participation in planning - Meeting area after school day

			• Community communication
Zones of Regulation	• Zones of Regulation room to support self regulation • Zones visuals and lesson for teachers	• Decrease in unexpected behaviors in classrooms, bathrooms, hallways, and lunch/recess	• Zones of regulation visual for each classroom
Mentor Program	• Faculty/staff student mentor program • Guidelines for what mentor program consists of	• attendance and/or referrals rates of identified mentee students	• Money for a stipend
Home Visits	• Admin and counselors create home visit list at least quarterly and as needed • Principal, social worker, and attendance supervisor go on home visits	• Increase in engagement with school of home visit students • Data review of home visit students at counseling meetings	
Faculty Morale	• First friday faculty breakfast • Friday shout outs on announcements • Traveling mustang mascot	• Attendance of faculty events • Number of "shout outs" on the Friday recognition	
PTA	• Promote and encourage participation in PTA meetings and events • PTA section of the website • Return of in person events	• Attendees in PTA meetings • Traffic to PTA section of website • Success of in person book fair	

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 (e.g. % agree or strongly agree)
Student Survey	My teacher send notes home or calls my family	68%
Staff Survey	Our school is student-centered.	67%
Family Survey	Our school has an effective program to deal with bullying	57%

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.
• Quarterly discipline and positive referral data • Attendance of faculty and community events • PPS log with number of radio calls

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?

We are committed to providing an equitable education for all students to narrow the gap so they are prepared to reach their highest potential. We will strengthen our curriculum to provide a cohesive, vertically aligned approach to the content students encounter, so they are engaged in meaningful learning that is relevant to them and their future.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

Our students showed great improvement in reading and math skills, but we are committed to closing the gap shown in all students with tiered instruction both within and out of the classroom.

We believe a continued focus on a vertically aligned curriculum will increase student achievement and enhance our professional learning community vision.

Based on the Equity Self Reflection, we want to build and engage our students in meaningful learning which prepares them for their future in a relevant way.

Students shared during the interview process they wished to work together more, and how much they enjoyed project based learning.

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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?
RtI Block Schedule	• Careful scheduling for AIS and gen ed teachers • Identification of tier 3 students • Training for AIS providers • Tier 2 instruction from gen ed teacher • Students selection process	• An increase of students identified as tier 1 through iReady diagnostic • An increase in the number of students identified as tier 2 from tier 3 • 3 times a year during iReady diagnostic	• Reading Recovery for two AIS reading teachers • School wide data walls • Teachers work with AIS teams to schedule pull outs
Internal and Questar coaching support	• Pre determined schedule with areas of focus (phonics, RRW) • Modeling lessons • New teachers support • Coaches rotate through morning meetings	• Gauge anecdotal evidence shared by teachers and coaches at scheduled meetings • Movement of students to lower service tier as identified on various assessments	• Job description shared to staff of coaches responsibilities • Designated schedule with built in flexibility

		• Classroom visits data to show frequency of differentiated instruction and school initiatives	
IST Process	• Continue IST process • Encourage struggling students to be brought to team • Share positives of process and success stories	• Accomplishment of goals for IST students from meeting to meeting • Increase in teachers utilizing the IST process • Number of students no longer needing follow up meetings due to successful interventions	• AIS teachers attend meetings along with Administrator, Psychologist/Counselor, Classroom Teacher and Parent (IST 2+) • Meeting space needed (usually AP office) •
K-8 Literacy Steering	• PLC training • Continue meeting regularly (monthly at minimum) • Continue to share data and discuss how to best use information for instructional improvement	• Improvement in student literacy data • Teacher use of PLC agenda, maps, and data walls	• Frameworks and rubrics expectations for teachers
Triple A Data	• Continue quarterly focus • Require phonics component • Benchmark connection	• Quarterly review of triple a progress at grade level meetings • Data displays movement of students to reduces service tier	• PLC professional development with Dr. Andrews

| **Project Based Learning** | • Grade levels create and plan cross curricular projects | • PLC map shared with admin
• Observable evidence in classroom and within shared units
• Engagement with parents and community | • Professional development with social studies and science coaches |

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 (e.g. % agree or strongly agree)
Student Survey	We use student learning targets/goals in our class	85%
Staff Survey	Our school leaders make certain we have relevant, targeted professional development.	40%
Family Survey	My child is required to self monitor progress and keep track of their own learning	54%

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.
• Following the assessment calendar, the iReady diagnostic will be given 3 times a year with analysis of tiered students • Following the assessment calendar, the phonics screener will be given 3 times a year with analysis of high need students • Following the assessment calendar, F & P testing will be given quarterly and instruction will be adjusted accordingly • Following the assessment calendar, math and ELA benchmarks will be given twice a year with analysis

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:
http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	**Instructional Coaching** The Questar and district coaches will support this evidence based intervention with embedded coaching in the classroom, participating in grade level collaborative meetings, support tiered instruction and interventions, assist with data collection and analysis, and work towards instructional changes to support student achievement.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

> **Evidence-Based Intervention Strategy Identified**
> **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows**

Clearinghouse used and corresponding rating

> ☐ **What Works Clearinghouse**
>> ☐ Rating: Meets WWC Standards Without Reservations
>> ☐ Rating: Meets WWC Standards With Reservations
>
> ☐ **Social Programs That Work**
>> ☐ Rating: Top Tier
>> ☐ Rating: Near Top Tier
>
> ☐ **Blueprints for Healthy Youth Development**
>> ☐ Rating: Model Plus
>> ☐ Rating: Model
>> ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

> **Evidence-Based Intervention Strategy Identified**
> **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows**

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

Our Team's Process

Background

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

Team Members

Name	Role
Christopher Stein	Principal
Danielle Czech	Assistant Principal
Michelle Reed	Executive Director of Learning
Katie Chase	Teacher
Tammy Farnsworth	Teacher
Karen Zindell	Teacher
Danielle Halwick	Teacher
Lucy Baeckmann	Teacher
Marcie Rath	Teacher
Rachel Pollard	Teacher
Julia Wanek	Teacher
Kathy Williams	Teacher
Amy Benjamin	Teacher/Instructional Coach
Wendy Choinsky	Parent/Teacher
Kim Mooney	Teacher
Elise Wagar	Teacher
Rob Becker	Counselor
Kayla Carpenter	Psychologist
Nicole Greci	Parent
Amanda Rushkoski	Parent

| Rachel Vandenburgh | Parent |
| Patricia Schneider | 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
Example: 4/6/21			x	x		
4/14/21		X				
4/28/21			X			
5/19/21			X	X		
6/9/21				X	X	
6/14/21-6/17/21	X					
7/6/21					X	
7/8/21					X	X
8/9/21			X		X	
8/16/21			X		X	

Learning As A Team

Directions

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

Student Interviews

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

Teachers interviewed students of various needs and backgrounds. The teachers asked three questions which are: What are things we could do to help students feel better in school? If you wanted adults in the school to know one thing about you, what would it be? What do you hope for next school year?

Students responses include:
Treat them the way they want to be treated. Be kind. But everyone is already kind.
Sit with them and talk
Get know them better
Peace at school, no fighting, more friendship
Have more parties, and be able to give treats out.
more clubs and activities and stuff for students to do

The SCEP drafting committee used this information to help inform which methods of meeting the commitment were chosen.

Equity Self-Reflection

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

During the April faculty meeting, grade level teams completed the Equity Self Reflection. Each team completed a response sheet which was collected and responses compiled. The list of responses were used by the entire staff to assist with language and focus for the school commitments. The SCEP drafting team used the response to help select methods for meeting the commitments.