New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Beacon City School District	Sargent School	PK-5

Collaboratively Developed By:
Parents-Meg Calvert-Cason, Jeanine Geiser (absent on June 10) **Teachers-Diane Sandison, Kaitlin King, Danielle Lizewski** **Principal-Brian Archer** *And in partnership with the staff, students, and families of Sargent 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

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 creating a welcoming school environment where every child feels safe, respected, represented, supported, and has a true sense of belonging.
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?*	Sargent has a diverse student body and we have strong relationships with our students and families. It is important to us that every student feels a sense of belonging in our classroom and school communities. We have a strong foundation to build on this critical work. ● Students shared in interviews that they generally feel supported and that their interactions with peers and teachers are positive. They consistently noted that students do not bully one another, are respectful, and try to help one another as much as possible. ● The Equity Self Reflection revealed that the team has begun training to build their knowledge of diverse student identities, such as gender pronouns, and that more intentional work needs to be done.

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?
Student selected greeting upon arrival @ the door	- all students should be greeted at the door - choice of handshake, high-five, wave, hug, or any other student-desired greeting	- observing the comfortability of students	- teacher made print out/visuals of choices
Prior to school starting- having a staff training on Morning Meeting practices	- in a circle, varied methods of saying "good morning."	- all teachers are conducting a morning meeting	**- The Morning Meeting book - 15-20 minute faculty meeting**
1. Morning MeetingGreeting	- review morning message, might entail student engagement/responses	- observing the climate and community within the classroom	**- The Morning Meeting book - Responsive Classroom trained teachers**
2. Morning MeetingMessage - review morning message, might entail s	- varied methods of allowing students to share on a variety of topics- educational, seasonal, current events, PBIS character traits, choice (Would you rather...?), etc.	- observing the climate and community within the classroom	- The Morning Meeting book - Responsive Classroom trained teachers
3. Morning MeetingShare	- use of a talking object to promote listening, turn-taking, and respecting the speaker	- observing the climate and community within the classroom	- The Morning Meeting book - Responsive Classroom trained teachers

4. Morning MeetingActivity	- movement and class bonding to prepare for the learning to begin	- observing the climate and community within the classroom	Energizer Book - The Morning Meeting book - Responsive Classroom trained teachers

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	- School is fun (76% Spring 2021) UPDATE - I am safe in school (91% Spring 2021) - Students are nice to their teachers (82% Spring 2021) - Teachers are nice to their students (96% Spring 2021)	- School is Fun goal 80% - I am safe in school-maintain - Students are nice-85% - Teachers are nice-maintain
Staff Survey	- Students treat staff members with respect (100% Spring 2021) - Staff members treat students with respect (100% Spring 2021) - My school is safe (100% Spring 2021)	Maintain three goals
Family Survey	- My child feels safe in this school (95% Spring 2021) - This school provides a caring environment for my child (93% Spring 2021)	Maintain two goals

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.

- 85% of teachers have and consistently post (at least once a week) on communication platforms and apps.
- Twice as many family surveys are completed (110 responses), representing a 100% increase from SY 2020-21
- 100% of classrooms hold a morning meeting everyday that builds community and a welcoming classroom culture
- Hold quarterly check-in meetings with families to gauge, from their perspective, how students are feeling at school.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to designing meaningful learning experiences to ensure that every student is engaged in work that is collaborative, relevant, and personalized.
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?*	Sargent's motto is "Dedicated to Excellence in Education." In order to achieve that goal, we need to make sure that all teachers feel supports to design and deliver lessons that are meaningful, personalized, and culturally responsive and sustaining. ● In interviews, students shared that they like classes that are engaging, collaborative, and where they learn something new and interesting. There was no single content class students preferred; rather, common themes emerged. They like classes that really engage their interests, activities that allow them to work with their classmates, and content that is interesting and sparks their curiosity. ● During the Equity Self Reflection, teachers discussed the importance of culturally responsive and sustaining education. Teachers shared the different ways they are currently planning for CRSE and the need for additional support, curriculum, and professional development in this area

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?
Opportunities to observe social emotional development	Opportunities outside academics to observe and interact with students (e.g. playtime) Networking time with other adults in the students' life (e.g. other teachers, parents, etc.)	Students will feel comfortable with most peers in the classroom Students will be successful in interacting and working in groups	Substitute teachers for release time for staff to collaborate.
Creating group work	Think, pair, share - encourages students to develop thoughts and share them in a low-risk environment	- There are more students talking than teachers - Students become more confident and comfortable sharing and contributing	**Space for students to spread out**
Offer a menu of student choices for curriculum to supplement classroom topics and approaches	Offer different methods for students to engage with curriculum (e.g. be the teacher on this topic, sculpt something related, argue a viewpoint, research a subject, design an experiment, etc.)	Students will be engaged in the curriculum they are learning There will be individual projects happening	**Time to develop supplemental offerings TIme in the classroom to share them**

Commitment 2

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	**Desired response** *(e.g. % agree or strongly agree)*
Student Survey	● I learn from class lessons (97% Spring 2021) ● My teacher knows my strengths and where I have a hard time (83% Spring 2021) ● Students receive the help they need in their classroom (96% Spring 2021)	● I learn from class-maintain ● My Teachers knows-85% (pending new classroom curricula) ● Students receive-maintain
Staff Survey	● The curriculum in my grade/subject area is relevant (82% Spring 2021) ● ... that addresses their individual needs when attending classes on campus (96% Spring 2021) ● ... data to identify my students' strengths and weaknesses (96% Spring 2021)	● The curriculum-85% ● …that addresses-maintain ● …data-maintain
Family Survey	● I am satisfied with the education my child receives in school (91% Spring 2021) ● ... addresses his or her individual needs when attending classes on campus. (87% Spring 2021)	● I am satisfied-maintain ● …addresses-maintain

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.

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10% improvement in Fountas & Pinnel reading score improvement from SY 2020-21
 ● During classroom walkthroughs, observers consistently see examples of active and engaged classrooms.
For example:
    ○ Student choice ○ Group work
    ○ Think, pair, share ○ Student reflection
    ○ Student voice
● Hold quarterly student focus groups to gauge, from their perspective, how students are feeling at school.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to ongoing professional development and intentional conversations amongst the staff around diversity, equity, access, and inclusion.
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?*	● One of the greatest strengths of the Sargent community is its diversity. Teachers recognize the importance of supporting students from diverse backgrounds, who bring a wide range of strengths and perspectives to the school. Receiving the professional support and materials to ensure all students have a sense of belonging and see themselves in the content are top priorities. ● In interviews, students consistently noted that their classmates are supportive of one another. There is a positive and caring culture at Sargent that is foundational to the school. This is a strength the team can build from. ● During the Equity Self Reflection, teachers named both that there have been opportunities for teachers to learn and grow together and that there is still a lack of clarity around what leading with diversity, equity, and inclusion looks like. A need for more professional development was consistently brought-up.

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?
RC training for all staff	Exploring options for teachers and staff to receive training during the school year, optimally in early fall.	Percent of staff trained, including any school staff on the premises on a regular basis.	Training funding, space for training, staff coverage during training, staff buy-in (communication about the value of this work)
Book Share	Staff continue to read A Close Look at CLOSE READING and share thoughts and best practices	100% of teachers receive copy of book. Faculty meetings' agendas Grade level monthly meeting agendas	**Text BOCES Staff Developer Peer teachers/Sargent experts Classroom walks**
Leveraging Center for Equity and Social Justice at Dutchess BOCES resources	Collaborate with the Center to supplement PD	Additional resources, trainings, materials provided.	BOCES Staff Developer
Identify, Celebrate, and Leverage School Equity Leaders	Peer support for implementation of new ideas, strategies, and learning.	Staff know of a close, connected resource if they need support in equityrelated work. Number of people identified as equity leaders	Network of school leaders

Commitment 3

		Number of people connecting with equity leader to troubleshoot, brainstorm, check in, etc.	

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	• Pending (no 2022 data)	• Pending
Staff Survey	• ... supports my professional growth (96% Spring 2021) • ... race, culture, religion, sexual orientation, gender, or special needs (95% Spring 2021)	• Maintain both goals
Family Survey	• I feel welcome in my child's school (80% Spring 2021) • Staff members and families treat each other with respect (91% Spring 2021) • ... race, culture, religion, sexual orientation, gender, or special needs (87% Spring 2021)	• I feel welcome-85% • Staff members-maintain • …race-90%

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.

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● 4 professional development sessions for all staff members, over the course of the year, on topics related to diversity, equity, access, and inclusion.
● Reduce disproportionality in achievement and discipline data indicates that these professional development sessions and conversations are improving the culture and climate for all students
● Draft a common understanding of what leading with diversity, equity, access, and inclusion means at Sargent Elementary School.

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	**Peer Assisted Learning Strategies**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2: Classrooms will take a peer-assisted approach and where possible, offer opportunities for individual choice for more personalized learning.

☐ 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	Morning Meetings
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: The Morning Meeting Book and curriculum will provide teachers and staff with a framework to create a welcoming environment where all students have a voice. Students are able to express their identity, background, culture, and at the surface, their wants and needs in a safe space. This framework teaches respect for each other, teaches turn-taking, and fosters social-emotional growth.

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	Morning Meeting

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: The Morning Meeting Book and curriculum will provide teachers and staff with a framework to create a welcoming environment where all students have a voice. Students are able to express their identity, background, culture, and at the surface, their wants and needs in a safe space. This framework teaches respect for each other, teaches turn-taking, and fosters social-emotional growth. Commitment 2: Historically, staff have experience training and using Responsive Classroom and have found it useful. Given the buy-in and knowledge already present for Responsive Classroom and its broad applicability to the challenges identified in the report, we believe this is the best, most efficient means of improving diversity, equity, access, and inclusion. We plan to deepen our use of Responsive Classroom by training more staff, teacher partnership, classroom observation, teacher debrief sessions, checkins during staff meetings, etc. NYS testing and school literacy data indicate a school-wide trend that our students need increased attention/instruction around analyzing and thinking about complex texts. Sargent staff will commit to CLOSE Reading professional development and intentional conversations during the 2021-22 school year
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	www.responsiveclassroom.org/product/morning-meeting-book/ https://www.responsiveclassroom.org/educator-resources/diversity-equity-and-inclusion-resources/

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
Brian Archer	Principal
Jeanine Geiser	Parent (absent)
Meg Calvert-Cason	Parent
Kaitlin King	Teacher
Diane Sandison	Teacher
Danielle Lizewski	Teacher

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
Example: 4/6/21			*x*	*x*		
May 19, 2022	x					
Jun 9, 2022		x				
Jun 10, 2022			x			
Jun 10, 2022				x		
Jun 10, 2022					x	
Jun 10, 2022						X

Our Team's Process

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

There were two major themes that came out of the student interviews. First, students shared in interviews that they generally feel supported and that their interactions with peers and teachers are positive. They consistently noted that students do not bully one another, are respectful, and try to help one another as much as possible. Second, students shared that they like classes that are engaging, collaborative, and where they learn something new and interesting. There was no single content class students preferred; rather, common themes emerged. They like classes that really engage their interests, activities that allow them to work with their classmates, and content that is interesting and sparks their curiosity. Both these themes informed the two commitments we are making as a school team, to focus on creating a welcoming student environment and meaningful learning experiences. We have a good foundation to work from, as the student interviews have shown, but we want to ensure that these two commitments are true for every single student.

Equity Self-Reflection

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

Two themes emerged during the equity self-reflection. First, teachers see Sargent Elementary School as a welcoming community for students. Second, more and more teachers see the importance of diversity, equity, and inclusions and culturally responsive and sustaining education. However; teachers want more training on this second theme. A common question that came-up is how to incorporate practices that support diversity, equity, and inclusion in a way that is developmentally appropriate for early grade students. Creating a welcoming community is one of our commitments. We see the work around diversity, equity and inclusion and around culturally responsive and sustaining education as living in our second commitment, to create meaningful learning experiences for students.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.