



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Hicksville Union Free School District	Fork Lane	K-5

Collaboratively Developed By:

The FORK LANE SCHOOL SCEP Development Team
Susan Guiliano, Principal
Chris Snow, Assistant Director for Special Education & PPS
Melissa Corbett, Director of Curriculum
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Jen Mackie, Teacher
Michelle Pavelka, Teacher
Christina Werner, Teacher
Amy Huang, Parent, PTA Co-President
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*And in partnership with the staff, students, and families of **FORK LANE 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 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 I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing every child the opportunity to own and monitor their learning.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● We recognize the need to use high-quality instructional practices to meet the needs of all students. ● Student ownership emerged as a priority through the review of academic achievement data, student interview responses, and unfinished learning students experienced due to the pandemic. ● Students need to be involved in their own learning and to be able to determine the goal of learning and what they need to do to achieve that goal. ● This commitment aligns with the instructional support of the evidence-based strategies focused on Student Targeted Learning and Growth and using assessment data to inform the progress of each student. ● Our team's reading and collaborative reflection of the How Learning Happens Messaging Framework and the review of student interview results demonstrated a need to support professional learning and provide teachers with opportunities and support to grow professionally and to think about how learning happens and effective instructional strategies. ● During student interviews, the following question was posed: <p><i>Your teacher introduces the learning target at the beginning of each lesson. How has this helped your learning?</i></p> <p>Student responses indicated that students valued the learning targets presented by teachers and understood their purpose. Students stated that learning targets helped students to focus and understand what they were learning and the checklists (success criteria) helped them track what they've done and what they need to do to be successful.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Improve student agency in use of self-monitoring tools</p>	<p>Teachers create self-monitoring tools (ie: rubrics, anchor charts, check lists, learning targets and success criteria, etc.) for use in the classroom</p> <p>Students are taught how to use self - monitoring tools to monitor their own learning and identify areas for growth</p>	<p>Students have access to a variety of self-monitoring tools</p> <p>Self-monitoring tools are used regularly by students</p> <p>Students can determine areas of success and areas progressing toward success</p> <p>Students can use self-monitoring tools to identify steps needed for success</p>	<p>Grade level meetings include opportunities for teachers to work together to create and share self-monitoring tools</p> <p>Mechanism for sharing of resources</p> <p>Teacher training on the use of formative assessments to monitor student progress</p>
<p>Professional Learning Communities focus on Student Targeted Learning and Growth</p>	<p>Professional Learning Communities are formed reflecting grade level teams and include support staff</p>	<p>Teachers provide support for each other by sharing best practices</p>	<p>Teacher training on PLCs</p> <p>Schedule created for teachers to conduct peer observations</p>

Commitment 1

	<p>PLCs meet monthly during grade level meetings</p> <p>Teachers identify areas of interest and conduct peer observations</p> <p>Create peer observation form</p>	<p>Teachers observe one another and gain insight into their instructional practice</p> <p>Grade level teams strengthened and consistency of grade level curriculum across sections</p>	<p>Peer observation form created</p> <p>Substitute coverage provided for teachers</p> <p>Opportunities for teachers to debrief</p>
Principal Monitoring	<p>Regular review of lesson plans</p> <p>Learning Walks</p> <p>Bi-monthly Curriculum Walk-Throughs with Assistant Superintendent and Director of Curriculum</p>	<p>Lesson plans reflect an alignment among Next Generation Learning Standards, learning targets, and student learning tasks.</p> <p>Learning Walks reflect a focus on the unpacking of learning targets and their alignment with student learning tasks and opportunities for student self-monitoring</p> <p>Bi-monthly curriculum walk-throughs provide evidence of effective instructional strategies and student monitoring of learning</p>	<p>A lesson plan collection calendar is created and shared with staff.</p> <p>Daily learning walks are scheduled for principal including time for notes and reflection.</p> <p>Bi-monthly curriculum walk-through schedule created by Office of Curriculum which includes pre-meeting discussion and opportunities for debriefing with principal.</p>

Commitment 1

	<p>Regular conferencing with staff to share observational data</p>	<p>Regularly scheduled principal/teacher conferences to share observational data, to identify areas of strength and areas in need of support</p>	<p>Monthly conferencing calendar is created and shared with staff.</p> <p>The principal provides specific and constructive feedback related to high-quality instructional practices.</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>We use student learning targets/goals ("I can...") in our classes.</p> <p>I know the success criteria and can tell how I met it.</p>	100% agree
Staff Survey	<p>Students in this school have strategies to track their own learning.</p> <p>Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning.</p> <p>Grade level partners share best practices and work collaboratively to learn from and support each other.</p>	100% agree
Family Survey	<p>My child(ren) talks about student learning targets/goals ("I can...") and can explain how they’ve met it.</p> <p>My child(ren) is able to self-monitor their progress and keep track of their own learning.</p>	100% agree

Commitment 1

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.

Students are able to use self-monitoring tools to evaluate their own learning and know how to make improvements to show growth and meet with success.

Teachers create, post, and unpack learning targets which are used in daily instruction.

Teachers work collaboratively to support each other in strengthening professional practice.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening social and emotional connections among students, staff and the community.</p>
<p><i>Why are we making this commitment?</i> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Following the pandemic, and while reviewing student interview responses from 2020-21 and 2021-22, we recognized the need for students to interact with one another, form social and emotional connections, learn how to relate to one another, and experience meaningful shared social events.</p> <p>As the team read through the "How Learning Happens" key components struck the team as critical to this commitment including:</p> <p>LEARNING IS MULTIDIMENSIONAL - Learning is social; the quality of our relationships and social interactions shape our ability to learn; and emotions are essential to learning; they help us connect to what we are learning and make meaning. Feeling safe and respected enhances our ability to learn.</p> <p>LEARNING IS RELATIONAL: Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging.</p> <p>In June 2021, students were asked the following question:</p> <p><i>What do you feel like you missed out on or lost because of the pandemic this school year?</i></p> <p>To summarize, students stated they missed out on eating lunch in the cafeteria, playing games, being on the playground, school assemblies and concerts, field day activities, and field trips. Many students reported that they mostly missed out on not seeing their friends.</p>

Commitment 2

In June 2022, students were asked the following questions:

What do you think of when you hear this statement, "There are people in this school who have my back."

Student responses indicated that students at Fork Lane feel cared for and supported. They feel that there are adults in the building they can go to for help and that they have friends who also support them and "have their back."

What was the best part of school this year?

Student responses indicated that they valued the opportunities for special events which they were denied during the pandemic. Special events identified by students included field day, field trips, assemblies, class picnics, school dance, wax museum, school BBQ, and cookies and milk night. Also mentioned were the friendships made and their love of their teachers.

What do you hope adults will do to make school better next year?

Student responses indicated that school can be made better next year by planning more field trips and special events/assemblies, bringing back bus buddies, and creating a student council.

In addition to student interviews, parents provided feedback through the District's Family Engagement Survey. A sampling of parent survey data is as follows:

Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?

Primarily schools 77%

To what extent do you think that children enjoy going to your child's school?

Favorable: 75%

How comfortable is your child in asking for help from school adults?

Favorable: 60%

Given your child's cultural background, how good a fit is his/her school?

Favorable: 71%

Commitment 2

How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?

Not a problem at all 62%

The school provides little information about involvement opportunities?

Not a problem at all 51%

If you were in charge of the school, how would you try to engage more parents from your community?

A summary of responses included: Create group functions at the school to engage the students and parents i.e.: family game night, parent/child breakfast or dinner, projects, special person classroom visit, and school dances.

Based on the data above, the school recognizes that for multi-dimensional learning to occur, it needs to provide a supportive environment and social opportunities for relationships to flourish. We seek to prioritize restoring and developing connections both within our school and within our community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Opportunities for students to engage with one another</p>	<p>Continue implementing the Olweus Program</p> <p>Teacher lesson plans reflect Olweus curriculum</p> <p>Teacher schedules include weekly Olweus class meetings.</p>	<p>Students demonstrate a sense of class community.</p> <p>Students support each other and serve as “upstanders”</p> <p>Teachers use the resources provided by Olweus consultant</p>	<p>Include Olweus on the master schedule for weekly class meetings</p> <p>Olweus consultant Resources</p>
<p>Character Education Lessons Provided by Elementary Guidance Counselor</p>	<p>Create schedule for guidance counselor to provide character education lessons for all students</p>	<p>Students demonstrate good character in the classroom, on the bus, at lunch, at recess.</p> <p>Students demonstrate empathy toward others.</p>	<p>Guidance Counselor scheduled for Monday lessons at Fork Lane</p>
<p>School Wide Aavidum Program</p>	<p>Form Aavidum committee to plan Aavidum Week including teacher lesson</p>	<p>Students feel supported and can identify adults and</p>	<p>Agenda item for Site Based Committee</p>

Commitment 2

	<p>plans and culminating school-wide assembly</p>	<p>peers who “have their back”</p>	<p>Form Aevium Committee to include students, teachers, and parents</p> <p>Schedule Aevium Week and Assembly</p>
<p>Clear and consistent classroom routines are established</p>	<p>The routines and procedures are clear and consistent and support self management of behaviors</p> <p>Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently</p> <p>Daily learning walks are scheduled for principal including time for notes and reflection.</p> <p>Faculty meetings include agenda items relating to classroom routines to set students up for success.</p>	<p>Student expectations are posted for students</p> <p>Students play an important role in carrying out the routines</p> <p>Students work in cooperative groups effectively</p> <p>Students know where to get materials, what to do, where to move</p> <p>Students transition smoothly between activities in the classroom and throughout the school</p> <p>Teachers facilitate whole, small and individual instructional groups with little loss of instructional time</p>	<p>The principal provides specific and constructive feedback related to high-quality instructional practices.</p> <p>Teachers use the Danielson Rubric to self-monitor the effectiveness of classroom routines and procedures.</p>

Commitment 2

<p>Increased emphasis on cooperative learning and group work</p>	<p>During faculty meetings and grade level meetings, there will be a focus on unpacking: <i>How Learning Happens</i></p>	<p>Lesson plans reflect opportunities for group work.</p> <p>Students are observed working on projects together.</p>	<p>Professional learning for staff on cooperative group work roles and responsibilities</p>
<p>Opportunities for families to engage with the school</p>	<p>Principal meetings with PTA Co-presidents to plan family engagement events and opportunities</p> <p>Faculty meeting discussion on strategies to engage families</p> <p>Propio used to communicate verbally with families who speak languages other than English</p> <p>Google Translate used to communicate in writing with families who speak languages other than English</p> <p>Coffee Chats with the Principal are scheduled</p>	<p>Families visit the classrooms for special events/projects</p> <p>Families visit the school for special events/projects</p> <p>Parents serve on school committees</p> <p>Parents attend Coffee Chats with the Principal</p> <p>Family Engagement Survey Results reflect growth</p>	<p>Family engagement events are scheduled on the school calendar</p> <p>Principal schedules Coffee Chats</p> <p>Invitations and RSVP procedures are created for Coffee Chats with the Principal</p>

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I have adults in this building who support me and “have my back”.	100%
	I am an important part of the Fork Lane School family.	100%
	My school offers fun ways for learning.	100%
Staff Survey	Students demonstrate positive behaviors in the classroom and during unstructured activities.	100%
	Students know and use effective problem solving strategies.	100%
Family Survey	How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?	Not a problem at all 100%
	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?	Not a problem at all 100%
	The school provides opportunities to engage parents.	100%

Commitment 2

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.

Student Surveys results and Family Engagement Survey results will gauge success regarding student and family connectedness to their school.

Student discipline data will show a reduction in student suspensions.

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	Professional Learning Communities
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Research indicates that well-implemented professional learning communities support improvements in practice along with student learning gains. The school will be using professional learning communities to focus on Student Targeted Learning and Growth and using assessment data to inform progress of every student. This will lead to studying how to implement and use conferencing protocols with students to analyze their data, set goals and document growth.</p>

Commitment 2

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	
<input type="checkbox"/> What Works Clearinghouse	
<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations	
<input type="checkbox"/> Rating: Meets WWC Standards With Reservations	
<input type="checkbox"/> Social Programs That Work	
<input type="checkbox"/> Rating: Top Tier	
<input type="checkbox"/> Rating: Near Top Tier	
<input type="checkbox"/> Blueprints for Healthy Youth Development	
<input type="checkbox"/> Rating: Model Plus	
<input type="checkbox"/> Rating: Model	
<input type="checkbox"/> 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
Susan Guiliano	Principal
Chris Snow	Asst Director of SE
Melissa Corbett	Director of Curriculum
Anthony Lubrano	Assistant Supt for Curriculum
Alyssa Hauser	Social Worker
Michelle Pavelka	Teacher
Jennifer Mackie	Teacher
Christina Werner	Teacher
Amy Huang	Parent
Diana Scala	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
<i>May 2022</i>			X		X	
<i>June 2022</i>	X		X		X	
<i>June 2022</i>		X	X	X	X	
<i>August 2022</i>					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 provided all the 4-5 grade students present on a chosen day with a set of prompts designed to gather information about their school experiences and information about general SEL experiences, gathering responses from every one of those students.

Questions:

1. Your teacher introduces the learning target at the beginning of each lesson. How has this helped your learning?
2. What do you think of when you hear this statement, "There are people in this school who have my back."
3. What was the best part of school this year?
4. What do you hope adults will do to make school better next year?

Themes from Responses:

- Students want to return to normal school experiences with regard to special events and social experiences including field day, field trips, assemblies, class picnics, school dance, wax museum, school BBQ, and cookies and milk night.
- Students feel supported and cared for by adults in the school.
- Student responses indicated that school can be made better next year by planning more field trips and special events/assemblies, bringing back bus buddies, and creating a student council.

These responses informed the plan by:

- Consider the importance of supporting social emotional learning
- Finding and maintaining opportunities for children to interact and play together.
- Designing less structured time for students to engage with each other, specifically communal activities like assemblies, concerts, dances, and field trips.

Equity Self-Reflection

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

Teachers were asked to respond to the Equity Self-Reflection. Responses were recorded in a Google form. 29 teachers responded, representing 100% of the Fork Lane faculty.

The school's Equity Self-Reflection results also provided evidence that the school was integrating and sustaining in each of the four Practices for Principle 1: Welcoming and Affirming Environment.

For example, Practice 1- *Assume collective responsibility to learn about student cultures and communities*, the surveyed staff report 96.6% integrating/sustaining. They noted,

- "Faculty, staff, and students show a genuine interest in learning about one another's cultures and traditions. Students are encouraged to share their family traditions."
- "Our school is a welcoming, culturally-diverse place. Students demonstrate that they feel accepted for who they are and where they come from. They show interest in each other's culture/traditions and share their own."

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.