



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Brentwood Union Free School District	Southwest Elementary School	K-5

Collaboratively Developed By:

The Southwest Elementary School SCEP Development Team

Dr. Karen Kregel	Principal
Stacey Brdey	Assistant Principal
Susan Abate	Math Consultant
Cecilia Chiarelli	Fourth Grade Teacher
Jennifer DiMarco	Math Consultant
Hannah McCarthy	ENL Teacher
Jessica Poulous	Special Education Teacher
Lauren Schnal	Special Education Teacher
Nadine Scott	Fifth Grade Teacher
Kerry Seyda	Parent Member
Erica Stoller	Reading Consultant
Laura Symons	Reading Consultant

And in partnership with the staff, students, and families of Southwest 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 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](#)

Guidance for Teams

2020-2021 SCEP goals

By June 2021, school leaders will have visited each teacher and provided them with actionable feedback at least 4 times.

By June 2021, 80% of lesson plans will include:

- Lesson objectives that connect to state standards.
- Clear objectives that are explicitly communicated in language easily understood by students.
- Teachers' checks of student understanding of the objective.
- Opportunities for students to evaluate, reflect on, and improve their work based on descriptive feedback received from peers or teacher.

As measured by a systematic review of lesson plans collected.

By June 2021, opportunities for engaging and cognitively demanding student collaboration and discourse will be observed in 80% of classroom walkthroughs.

By June 2021, data from the Student Voice Survey will indicate that 70% of students will agree with the statement "My teachers send notes home or call my family."

2019 SPS: "Student behavior does not interfere with instruction." 50% of teachers agree with the statement "Student behavior does not interfere with instruction."

Models of commitments

- Helping all students in their 4th, 5th, or 6th year of HS achieve the credential that allows them to be successful beyond HS.
- We commit to strengthening our ability to provide a cohesive, relevant curriculum.
- We commit to deepening connections among Students, Staff and the Community

- We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating.
- MEANINGFUL LEARNING: Every child is engaged in meaningful learning that is relevant to them.
- INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.
- BELONGING: Every child feels safe, respected, supported, and a true sense of belonging.
- IDENTITY: Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials.
- RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.
- AGENCY: Every child has the opportunity and authority to drive and shape their own learning.

We commit to deepening social and emotional connections among Students, Staff and the Community, by creating a culture of care, a sense of belonging, and agency.

We commit to intentionally providing each child with opportunities to practice and build cognitive skills while sharing ownership with teachers to monitor learning.

We commit to providing every student with an intentional opportunity to practice and build social and emotional skills.

Commitment 1: We commit to providing every student with the tools and opportunity to practice and build cognitive skills while taking ownership of their learning.

Guidance for Teams

Commitment 2: We commit to deepening social emotional connections among students, staff and the community to create an inclusive, welcoming, diverse environment.

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing every student with the tools and opportunity to practice and build cognitive skills while taking ownership of 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"> • This commitment connects to Tenet 2 (Provides High-Quality Instructional Leadership) and Tenet 3 goals (Lesson Focus and Organization) from the 2020-2021 SCEP and represents ongoing work in which the building has engaged. • This commitment is valuable to the Southwest community, based on the results of the student, teacher and family surveys. • Based on the <i>Equity Self Reflection</i> we ascertained that we could improve in our efforts to "Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations." • Supporting students' practice of cognitive skills provides equitable access to an environment that is academically rigorous and intellectually challenging. • The <i>How Learning Happens document</i> reiterates that every child has the opportunity and authority to drive and shape their own learning.

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Structured collaboration that emphasizes the unpacking of Next Generation priority standards into essential cognitive skills to create learning targets and meaningful tasks.</p>	<p>Teachers will unpack standards with the assistance of staff developers, Erick Herrmann and Andrew Rudd. The staff developers will provide specific support ensuring that all teachers are using the same strategies to unpack priority standards and identify the cognitive skills and essential common academic vocabulary for instruction and developing aligned, meaningful tasks.</p>	<p>Universal strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Quantitative checkpoints include Fountas and Pinnell benchmarking assessment (fall and spring,) I-Ready math and literacy assessment (fall, winter, and spring) to identify progress in math and literacy skills.</p> <p>Wisdom walks conducted by the leadership team, coupled with actionable feedback.</p> <p>Teachers' pre-observations and formal observations will incorporate unpacked standards to support</p>	<p>Schedule grade-level and discipline focused meetings in multiple ways and times.</p> <p>Schedule professional learning opportunities (release time or contact time) and teacher coverage, as necessary.</p> <p>Staff developers to provide professional learning support.</p> <p>Time – Building leaders will work on scheduling with the goal of ensuring that teachers have common planning time to support the work.</p>

Commitment 1

		student engagement with essential cognitive skills.	
Professional learning to support the development and use of success criteria and feedback models that engage students through standards-based learning targets and meaningful learning tasks.	Staff developers will aid teachers in norming success criteria to enhancing feedback models focused on student engagement and meaningful learning tasks that align with standards.	<p>Incorporation of the “Lab Classroom Project,” to foster collaboration among teachers through opportunities to visit lab classroom sites and observe/discuss successful classroom practices.</p> <p>Wisdom walks conducted by the leadership team, coupled with actionable feedback.</p> <p>Teachers observed using unpacked feedback models and success criteria.</p>	<p>Schedule professional learning opportunities (release time or contact time) and teacher coverage as necessary.</p> <p>Staff developers to provide professional learning support.</p>
Utilizing the Gradual Release Model, frequent opportunities will be established for students to engage in collaborative learning experiences and discourse.	Provide professional learning and support for teachers to incorporate strategies and models of collaborative learning, success criteria, formative assessment, and student discourse to be intentionally included as part of lessons.	Wisdom Walk data will track the prevalence and use of collaborative learning strategies (i.e., formative assessment, rubrics, exit tickets).	<p>Schedule professional learning opportunities (release time or contact time) and teacher coverage as necessary.</p> <p>Staff developer to provide professional learning support.</p>

Commitment 1

			<p>Development of expectations around student engagement and collaboration.</p> <p>Practice and professional learning around collaborative learning.</p> <p>Purchase <i>Fountas and Pinnell Classroom Library Materials</i>.</p>
<p>Leadership Team Monitoring</p>	<p>During wisdom walks, the Leadership Team will look for ways in which teachers engage students in</p> <ul style="list-style-type: none"> • the intentional practice of the cognitive skills contained in the standards. • meaningful and engaging learning tasks. • pervasive use of success criteria/feedback models. • discourse and collaborative learning strategies. <p>Data will be shared with staff at department meetings.</p>	<p>On-going review of Wisdom Walk data by the leadership team, to ascertain the inclusion of instructional practices designed to increase student engagement, collaboration, and discourse.</p> <p>Quantitative checkpoints include Fountas and Pinnell benchmarking assessment (fall and spring,) I-Ready math and literacy assessment (fall, winter, and spring) to identify progress in math and literacy skills.</p>	<p>Leadership team to create a schedule to conduct Wisdom Walks.</p>

Commitment 1

<p>Enhancing students 21st Century technology skills.</p>	<p>Providing a technology cart specific to the needs of our Kindergarten students to develop 21st Century technology skills. Technology skills and ability to navigate district programs will enhance students learning now and in the future.</p>	<p>Students observed using devices.</p> <p>Tracking student's usage of programs.</p> <p>Teacher feedback with how students are progressing with the technology.</p>	<p>Purchasing of Mobile Technology cart with a class set of devices.</p> <p>Creation of a schedule/Sign-out sheet.</p> <p>Keeping track of device issues.</p>

Commitment 1

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 valuable 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	T12. My teachers ask questions that make me think.	88% Agree/Strongly Agree
	T18. We use student learning targets/goals ("I can...") in our classes.	86% Agree/Strongly Agree
Staff Survey	L7. Our school leaders make certain we have relevant, targeted professional development.	85% Agree/Strongly Agree
	C38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	91% Agree/Strongly Agree
	C40. Teachers purposefully align daily instruction to explicit student learning target/goals ("I can...").	96% Agree/Strongly Agree
	T45. Students in this school have strategies to track their own learning.	90% Agree/Strongly Agree

Commitment 1

Family Survey	T24. My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers.	90% Agree/Strongly Agree
	T26. My child(ren) feels secure in taking risks and asking questions in class.	87% Agree/Strongly Agree
	T30. My child(ren) is required to self-monitor their progress and keep track of their own learning.	82% Agree/Strongly Agree

We believe having the following occur will give us valuable 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.

I-Ready math and literacy. By June 2022, the “*All Students*” group at Southwest Elementary School will equal or exceed 100% median progress towards typical growth as measured/indicated by the 2021-2022 i-Ready Diagnostic end of year assessment in May 2022.

Fountas and Pinnell Benchmark Assessment will demonstrate a year’s worth of growth.

Wisdom Walk Data: By June 2022, 80% of classrooms will incorporate instructional practices designed to increase student engagement, collaboration, and discourse.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to deepening social emotional connections among students, families, staff and the community to create an inclusive, welcoming, diverse environment.</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"> • This commitment connects to the Tenet 4 (Instructional Techniques that Deepen Engagement) and Tenet 5 (Social/Emotional Learning) goals from the 2020-2021 SCEP and represents ongoing work in which the building has engaged. • This commitment is valuable to the Southwest community, based on the results of the student, teacher and family surveys. • In the interviews, students frequently mentioned the value and importance of relationships and social connections between and among students and faculty. • We believe a supportive and equitable classroom environment serves as a platform for all academic and social/emotional learning. • We believe supportive classroom environments are fostered through inclusive, relationship-centered, and culturally responsive practices. • We want to continue to have students feel safe and secure while building trusting relationships with adults and peers. • An integral facet of Southwest's vision includes continuing to foster positive relationships within our school and 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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide formal and consistent classroom instruction in effective strategies for empathy, problem solving, anti-bullying, and social skills.</p>	<p>Establish a system and structure for tracking behavior issues (office discipline referrals). Parameter will be established with staff.</p> <p>Establish expectations and structures for delivery of the <i>Second Step</i> and <i>Too Good for Violence</i> programs by classroom teachers, PE teachers, and guidance staff.</p> <p>Provide professional learning for all faculty and staff involved in delivery of the SEL programs.</p> <p>Ensure that all involved faculty and staff have access to SEL materials.</p>	<p>Monitor that the programs have been successfully implemented to all students.</p> <p>Decrease in school suspensions.</p> <p>Increase of positive office referrals.</p> <p>Track the office discipline referrals by student, event, location, faculty member, time for analysis.</p>	<p>Purchase <i>Second Step</i> materials as necessary</p> <p>Professional Development provided by PBIS and support as necessary.</p> <p>Professional learning and support as necessary for implementation and continuation of SEL programs.</p>

Commitment 2

<p>Creation of a Sensory Room (Time in a sensory room helps children improve their visual, auditory, and tactile processing. Sensory rooms provide a sense of calm and comfort helping students to learn how to self-regulate behaviors, improving focus.)</p>	<p>Provide professional development for staff, regarding the benefits of a sensory room and its use.</p> <p>Provide staff with a list of sensory materials contained in the room and their use.</p> <p>Provide literature to parents regarding sensory rooms and their benefit.</p>	<p>Monitor the use of the sensory room to identify frequency and observe benefits.</p> <p>Monitor the effectiveness of the sensory room in decreasing negative behaviors and promoting student engagement.</p>	<p>Identify a sensory room location, considering the diverse needs of the students who will be utilizing the room.</p> <p>Determine how the room will be utilized (number of students at a time, therapy sessions, schedule.)</p> <p>Purchase sensory materials.</p>
<p>Create family engagement events that help parents and students develop strong connections with the school, and target learning goals as a pathway to increasing students' academic success.</p>	<p>Welcome Back Picnic, Community Night, Clothing Mall, Star Student, Community Plaza, Bingo Night, Winter Fun Night, Parent Information Night, Testing Information Night, "It Takes a Village" initiative, Spotlight on Literacy, Etc.</p> <p>SIT Team creates an initial plan and supports a sub-committee to organize, plan, and manage the events.</p> <p>Develop a parent sub-committee to assist with organizing, planning, and implementing school wide events.</p>	<p>Tracking students and parents who attend.</p> <p>Parent Square Surveys initiated by the leadership team.</p> <p>Parent participation in grade level/school-wide events.</p> <p>Parent committee participation.</p>	<p>Purchase resources necessary to support the events.</p> <p>Parent engagement activities paired with refreshments.</p>

Commitment 2

<p>Provide alternatives to gang involvement through the Suffolk County Sheriff's Department G.R.E.A.T Program.</p>	<p>Contact the department and arrange for the building to participate in the program.</p> <p>Ensure that time and organizational support are available for the program.</p>	<p>Monitor that the program has been successfully implemented to 5th grade students.</p>	<p>Schedule and time for program to be held.</p>
<p>Explore the implementation of a positive behavioral intervention and support program for less structured areas and times.</p>	<p>Arrange for staff development regarding a Positive Behavior Intervention Supports Program (PBIS.) This includes Restorative Practices, Check-In/Check-out (CICO) and the 2x10 strategy.</p> <p>Develop an implementation and monitoring plan.</p>	<p>Track the success of the program through surveys.</p> <p>Track the office discipline referrals by student, event, location, faculty member, time for analysis.</p>	<p>Provide necessary professional learning.</p> <p>Hire staff developers and purchase necessary program material.</p>
<p>Leadership Team Monitoring</p>	<p>During wisdom walks, the Leadership Team will look for teachers engaging students in the social emotional learning programs. Data will be shared with staff at cohort meetings.</p>	<p>The leadership team will provide feedback related to the implementation of SEL programs.</p>	<p>Time to conduct wisdom walks.</p>

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
Student Survey	L2. My principal/assistant principal tells students that school is important. F26. My teacher sends notes home or calls my family. S21. My teachers care about me.	80% Agree/Strongly Agree 80% Agree/Strongly Agree 98% Agree/Strongly Agree
Staff Survey	L7. Our school leaders make certain we have relevant, targeted professional development. C35. We work together across grade levels and content areas to provide an integrated approach to student learning. C38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress S61. We have an effective system for developing and building student social-emotional health. S65. Procedures are in place to prevent and deal with bullying. S69. Student behavior does not interfere with instruction.	85% Agree/Strongly Agree 90% Agree/Strongly Agree 90% Agree/Strongly Agree 90% Agree/Strongly Agree 90% Agree/Strongly Agree 75% Agree/Strongly Agree

Commitment 2

Family Survey	T26. My child/children feel secure in taking risks and asking questions in class.	90% Agree/Strongly Agree
	S40. Teachers support children’s emotional needs increasing their confidence as learners.	95% Agree/Strongly Agree
	F41. Our school actively engages our family in conversations around student needs/progress	95% Agree/Strongly Agree
	F43. Teachers contact me, not just in times of concern.	85% Agree/Strongly Agree
	F50. As a parent/family member I feel connected to our school.	85% Agree/Strongly Agree

We believe having the following occur will give us valuable 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.
<p>School Performance Scan Survey</p> <p>Student Voice Survey (Grades 4 and 5)</p> <p>Family Engagement Survey</p> <p>Parent/school wide participation in ParentSquare (usage data)</p> <p>Parent Square Surveys, initiated by the leadership team</p> <p>Positive office referrals</p> <p>Decrease in suspensions</p> <p>Parent participation in grade level/school wide events</p> <p>Parent committee participation</p>

Commitment 3

Commitment 4

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
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment 1 - We commit to providing every student with the tools and opportunity to practice and build cognitive skills while taking ownership of their learning.</p> <p>Commitment 2 - We commit to deepening social emotional connections among students, staff and the community to create an inclusive, welcoming, diverse environment.</p>

Evidence-Based Intervention

Evidence-Based Intervention

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

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

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

	Role
Ann Palmer	Assistant Superintendent of Elementary Education
Andrew Rudd	PLC Associates
Dr. Karen Kregel	Principal
Stacey Brdey	Assistant Principal
Susan Abate	Math Consultant
Cecilia Chiarelli	4 th grade teacher
Jennifer DiMarco	Math Consultant
Hannah McCarthy	ENL teacher/SIT co-chair
Jessica Poulos	Special Education Teacher
Lauren Schnal	Special Education Teacher/ SIT co-chair
Nadine Scott	5 th Grade teacher
Erica Stoller	Reading Consultant
Kerry Seyda	Parent Member
Laura Symons	Reading Consultant

Our Team's Process

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
5/26/21	✓					
5/27/21	✓					
6/2/21			✓	✓		
6/24/21			✓	✓		
6/30/21		✓	✓	✓	✓	
7/1/21			✓	✓	✓	✓

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

The SCEP team interviewed 12 students representing a variety of demographic groups and included students who participated in remote, hybrid, and in-person instruction. Some of the themes that informed the plan are:

- Students indicated that they feel safe at school, cared for and protected.
- Students expressed a desire to understand and know more about diverse populations and cultural celebrations.
- Students missed their relationships with their peers and special school events during the Covid pandemic.
- Students relayed that there were many issues related to connectivity during hybrid/remote learning.
- Students felt that during covid it was difficult to get academic assistance.
- Students felt that it was comfortable working from home where they could find all the necessary supplies.
- When at home students felt they had more time to complete assignments, as they were often able to choose the order of tasks to complete.
- Students conveyed that they needed more modeling and examples of how to complete remote assignments.
- Students expressed a desire for more engaging learning activities, when working from home or in school.
- Students appreciated the encouragement that they received from their teachers and conveyed the need for more.

Equity Self-Reflection

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

The SCEP team reviewed the Equity Self-Reflection and *How Learning Happens* document, and developed the following thoughts:

- Examining the way that school operations support diversity, equity and inclusion and adjust as necessary to support all children.
- The need for more professional learning in the areas of diversity, equity, and inclusion can provide opportunities to support the development of expectations, clarification, practice, and feedback.
- Opportunities can be developed for students to engage in civic leadership and engagement.
- Importance of enabling individuals to grow as independent learners.
- Need to view teaching and learning as an iterative, dynamic process that changes based on needs.
- Create an environment that teaches students to be welcoming and accepting.
- Prepare students to go out into the real world, with the purpose of knowing why they are doing something and what it means.
- Drive and shape student learning through agency, engagement, and meaningfulness.

Learning As a Team

- Incorporate identity where students understand that they are creating and living history each day.
- Shift the narrative from a “regardless of race” perspective to acutely aware of child’s experiences.
- Emphasize “Efficacy” – you do make a difference.
- Start with the “why” for students to understand the purpose to enhance learning.
- Intentional in how we provide PD and scaffolds with adults.
- Being conscious that learning happens all the time and everywhere, the world is like one big classroom.
- Incorporate meaningful learning tasks.
- Transitioning from doing things for students to partnering and collaborating with them.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the district's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.