



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Brentwood	Hemlock Park	K-5

Collaboratively Developed By:

The Hemlock Park Elementary SCEP Development Team

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And in partnership with the staff, students, and families of Hemlock Park.

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 then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

Commitment 1

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing for every child intentional opportunity to practice and build social and emotional skills.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• A building focus on this goal aligns with the district focus and the SED pivot toward diversity, equity, and inclusion.• Student interview data provided us with a need to focus on the social and emotional needs of our students.• Due to the hybrid/remote learning environment there is a greater need for our students to adapt a typical school learning environment.• Skills to cope with traumatic experiences due to the pandemic and other environmental factors.• The need to increase students access to social and emotional learning experiences.• The building has emphasized inclusion and belongingness over the past few years, and especially while making contact with students during the pandemic. This focus aligns with ongoing work in the building.

Commented [Au1]: Review these "whys" to see if there are any edits or additions.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide formal and consistent classroom instruction in effective strategies for empathy, problem solving, anti-bullying, and social skills.	<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 appropriate professional learning for all faculty and staff involved in delivery of the SEL programs.</p> <p>Ensure that all involved faculty and staff have the necessary materials.</p>	Monitoring that the programs have been successful taught to all students.	<p>Purchase <i>Second Step</i> and <i>Too Good for Violence</i> materials as necessary</p> <p>Professional learning and support as necessary</p>
Develop Parent evenings to engage students and families in social activities once a month	<p>Coat Drive, Math Night, Bingo Night, Reading Night, Parent Information Night, Etc.</p> <p>SIT Team develops initial planning and supports a sub-committee to organize, plan, and manage the event.</p>	Tracking students and parents who attend.	Resources necessary to support the events.
Provide alternatives to gang involvement through the	Contact the department and arrange for the building to participate in the program	Track data related to student behavior comparing from year to year and month to month	Schedule and time for program to be held.

Commented [Au2]: Will these strategies be sufficient to meet the commitment in the context of what has been learned from the Equity Self Reflection? Is there something else that should be addressed?

Commented [Au3]: There may need more detail about how the monitoring of this will take place to ensure that the programs are delivered with fidelity.

Commitment 1

Suffolk County Sheriff's Department G.R.E.A.T Program	Ensure that time and organizational support are available for the program.		
Explore the implementation of a Positive Behavioral Intervention and Support program for less structured areas and times	Arrange for coaching and support with the development of a PBIS program	Track data related to student behavior comparing from year to year and month to month	Engage PBIS coaching and support
	Develop an implementation and monitoring plan	Track the success of the program with a PBIS SET	Provide necessary professional learning
Leadership Team Monitoring	During scheduled walkthroughs in the first half of the year, the Leadership Team will look for ways in which teachers engage students in the social emotional learning programs. Data will be shared with staff at department meetings.	Review of the walk-through data throughout the school year to monitor effectiveness of clarification of expectations, practice, and feedback.	Time – making sure the leadership team has their time protected and is not diverted toward other responsibilities.
	During scheduled walkthroughs in the second half of the year, the Leadership team will look for new ways that SEL programs. Data will be shared with the staff data team.	The leadership team is able to provide helpful feedback related to the implementation of SEL programs.	

Commented [Au4]: This is an expense that should be discussed with Ann Palmer. It is a high leverage activity that will need 80% faculty support to be successful.

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 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	Our school does not allow bullying.	95% Agree/Strongly Agree
	My teachers care about me.	98% Agree/Strongly Agree
Staff Survey	T55. Our school is student-centered.	85% Agree/Strongly Agree
	S61. We have an effective system for developing and building student social-emotional health.	80% Agree/Strongly Agree
	S65. Procedures are in place to prevent and deal with bullying.	80% Agree/Strongly Agree
	S69. Student behavior does not interfere with instruction.	70% Agree/Strongly Agree
Family Survey	T26. My child(ren) feels secure in taking risks and asking questions in class.	90% Agree/Strongly Agree
	S33. Our school has an effective program for dealing with bullying.	92% Agree/Strongly Agree
	S40. Teachers support children’s emotional needs, increasing their confidence as learners.	95% Agree/Strongly Agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Commitment 1

Comparative PBIS School-wide Evaluation Tool data from Fall and Spring

FBA effectiveness data.

Administrative classroom visits and walk-through data gathering - 80% of teachers will support SEL through the effective delivery of *Second Step*.

Commented [Au5]: Please review these descriptions to ensure that there is sufficient detail to describe what the end of year quantitative data means.

Commitment 2

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Because the demographics of the building include many ELLs, SWDs, and students who are economically disadvantaged, this commitment will provide opportunities for students to practice the skills and abilities necessary to articulate what they have learned, supporting student ownership of their learning.• It's aligned to the district's initiative for students to be more engaged in their own learning. This commitment supports SEDs pivot toward greater student agency and executive function.• When students practice monitoring their own learning and success, they practice agency and become more engaged in their learning.• This commitment is derived from the themes that emerged from the Equity Self Reflection and the student interviews.

Commented [Au6]: Review these "why" to see if there are any additions or revisions necessary.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Structured collaboration that emphasizes the unpacking of priority standards into essential cognitive skills to create learning targets and meaningful tasks.	Teachers will unpack standards with the assistance of an instructional coach. The instructional coach 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>Common strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Administrative monitoring using the district walk-through tool.</p> <p>Teachers observed using unpacked standards to support student engagement with essential cognitive skills.</p>	<p>Schedule grade-level and discipline focused meetings in multiple ways and times.</p> <p>Instructional coach available either through the district or outside organization</p> <p>Time – Building administration will work on scheduling with the goal of ensuring that teachers have common planning time to support the work.</p>
Professional learning around the development and use with students of success criteria and feedback models that	Teachers will receive professional learning on the development and use of standards-aligned success criteria and feedback models and their connection to meaningful tasks around which students develop voice, efficacy and agency.	Collaboration among teachers through opportunities to visit lab classroom sites and successful classroom	Schedule professional learning opportunities (release time or contact time) and substitutes as necessary

Commented [Au7]: Does this strategy adequately capture the intense planning, organization and supervision this will entail?

Commitment 2

<p>engage students in the path to success for the standards-based learning targets and meaningful learning tasks.</p>		<p>practices.</p> <p>Administrative monitoring using the district walk-through tool.</p> <p>Teachers observed using unpacked feedback models and success criteria.</p>	<p>Instructional coach available either through the district or outside organization</p>
<p>Support students in goal setting and self-monitoring of learning and progress</p>	<p>Development of expectations and protocols for supporting faculty to guide students in goal setting and self-monitoring</p> <p>Use of program related learning progressions, success criteria, checklists (Collins Writing, IReady Feedback - Math and Reading</p>	<p>Results of diagnostic assessments as well as individual lesson feedback, teacher/student conferences. Mid-year checkpoint.</p>	<p>Common planning time. Time for teacher/student conferencing. Block scheduling Consistent format for goal setting and self-monitoring of learning and progress.</p>
<p>Establish frequent and consistent release of students to effective, engaging discourse and collaborative learning and discourse strategies and activities.</p>	<p>Provide professional learning and support for teachers to utilize strategies and models of collaborative learning and discourse to be intentionally designed as part of lessons.</p>	<p>Leadership team classroom visit data will track the prevalence and use of collaborative learning strategies (i.e. Formative assessment, rubrics, exit tickets).</p>	<p>Scheduling of professional learning</p> <p>Instructional coach available either through the district or outside organization</p> <p>Development of expectations around student engagement and collaboration</p> <p>Practice and professional learning</p>

Commitment 2

			around collaborative learning
<p>Leadership Team Monitoring</p>	<p>During walkthroughs in the first half of the year, 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 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>During walkthroughs in the second half of the year, the Leadership team will look for new ways that these instructional design elements. Data will be shared with the staff data team.</p>	<p>Review of the walk-through data throughout the school year to monitor effectiveness of clarification of expectations, practice, and feedback.</p> <p>The leadership team is able to provide helpful feedback related to curriculum cohesion and the incorporation of culturally responsive materials.</p>	<p>Time – making sure the leadership team has their time protected and is not diverted toward other responsibilities.</p>

Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	T12. My teachers ask questions that make me think.	91% Agree/Strongly Agree
	T13. My teachers check to make sure students understand.	99% Agree/Strongly Agree
	T18. We use student learning targets/goals ("I can...") in our classes.	90% Agree/Strongly Agree
Staff Survey	L12. I receive helpful instructional feedback and guidance from our school leaders.	80% Agree/Strongly Agree
	L17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.	80% 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.	80% Agree/Strongly Agree
	T45. Students in this school have strategies to track their own learning.	80% Agree/Strongly Agree
Family Survey	T24. My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers.	87% Agree/Strongly Agree
	T27. My child(ren) is challenged by his/her teachers.	85% Agree/Strongly Agree

Commitment 2

	T30. My child(ren) is required to self-monitor their progress and keep track of their own learning.	85% Agree/Strongly Agree
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
iReady Data – 80% of grade 1-5 students meeting or exceeding expected growth on IReady assessments.
CAM Data- to increase scores on the CAM 3 Assessment by 5% from the previous year.
Fall and Spring writing samples- 80% of the students will show improvement from their fall writing sample to their spring writing.
F&P Testing grades 1-3- 75% of the students in grades 1-3 increase at least 2 reading levels from the beginning of the year to the end of the year.
Spelling Inventories- 70% of the students will show improvement from their fall spelling inventory to their spring spelling inventory.
Administrative classroom visits and walk-through data gathering - 80% of teachers will have and use visible standards-aligned learning targets that engage students in meaningful tasks and use feedback models that describe, model, or illustrate student self-assessment and success with the standards-aligned task.

Commitment 3

Commitment 4

Evidence-Based Intervention

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 - We commit to providing for every child intentional opportunity to practice and build social and emotional skills. Commitment 2 - We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.

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

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
Andrew Rudd	PLC Associates
Christopher Dalley	Bldg. Admin
Mia Vogt	Reading Specialist
Eileen Imhoff	Math Consultant
Douglas Borsuk	Teacher
Karen Batinsey	Teacher
Victoria Lawrence	Teacher
Roberta Kelly	Teacher

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
5/24/2021	X	X	X	X		
6/28/2021		X	X	X	X	
6/29/2021			X	X	X	X

Learning As A Team

Directions

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

Student Interviews

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

The SCEP team interviewed 27 students, representing from a wide variety of groups including hybrid, remote, bilingual, high performing, struggling, ENL students.

What are some of the ways you have seen yourself grow or learn during the pandemic?

- There were many distractions at home
- Technology issues
- Had to be more independent because the teacher was not as available as during in person schooling.
- Many students had to help younger siblings
- There were social impacts as students were not as connected with peers.

What did you like about learning during the pandemic that we should continue doing when we return in September?

- Have more space between desks. Hated the dividers.
- Want to continue use of the dividers.
- Want to continue use of technology. How do we continue to integrate technology into learning?

How do you feel about coming back to a regular school environment in September? What are you most looking forward to? Is there anything you are worried about?

- Looking forward being with my friends. Reestablishing the social aspect with friends.
- Students don't appear to be worried about coming back.
- Glad to not have teacher be distracted by remote students while working with in person students.

Do you have questions about returning to school in September? Or anything else you'd like to share?

- Easier to go back to school 5 days.
- How were the teachers during the pandemic? Are you happy students were coming back?
- Will we be using masks when we return?
- What's going on with PE?
- Hope to be able to eat in the cafeteria.
- What are the ways things will go when we return?
- Wonder if I learned as much as students who were in person because I was on line.
- Some are a little concerned because they are uncertain about what it will be like on returning.

Equity Self-Reflection

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

The SCEP team met to review the Equity Self-Reflection. While there were items that the team were able to identify as sustaining, many of the items were either emerging or integrating.

Below are some thoughts and questions that emerged:

1. Is it possible to consider ways to ensure that the students who are identified in the building have even more opportunities to participate and engage with their non-identified peers?
2. How do we also continuously look for ways that students in other classes can be included with other students around the building?
3. In terms of building a welcoming environment, the building as a whole has worked to learn about students' cultures and backgrounds and has structures that support a culture of affirmation and acceptance.
4. It might be important to survey to collect information concerning perceptions of about issues of diversity, equity, and inclusion.
5. There are specific connections between the previous SCEP's work on High Expectations and Rigorous Instruction and the practices identified in the ESR. The team will look for ways to continue this work.
6. The SCEP team seeks guidance and support from the district level to facilitate engagement with cultural identity development.
7. The SCEP team seeks guidance and support from the district level to facilitate engagement with inclusive curriculum and assessment.
8. The SCEP team believes it is important for the district and the building to be familiar with the impact of the Culturally Responsive Sustaining Education Framework.
9. The SCEP team believes that professional learning communities and collaborative planning are both structural elements that can allow for significant professional growth. The team supports efforts to build these into the schedule.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.