



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Washingtonville	Round Hill	Steve Kiel

Collaboratively Developed By:

The Round Hill Elementary SCEP Development Team

And in partnership with the staff, students, and families of Round Hill 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 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Every child has intentional opportunities to practice and build social, emotional, and cognitive skills</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> 	<p>We believe that healthy , happy and socially emotionally secure students are stronger academic learners. This commitment emerges from the data gathered in the Equity Self Reflection and student interviews. The data indicates that students expressed a desire for more opportunities for positive social interactions within the school community as well as a voice in learning experiences and content. Additionally, this commitment integrates with existing curricula and district initiatives on fostering the intellectual, cultural, physical, and emotional growth of our children in a safe and supportive environment.</p>

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?
foster greater levels of social interactions	reinstate clubs - (for example) -student council - Just Say No - Odyssey of the Mind - beautification - art - journalism - yearbook **create new ones (for example) -drama -social/emotional club -other student interest driven clubs	observation of student interactions decrease in disciplinary referrals occurring during social events (recess, lunch, bus, etc.) Pre and Post Survey	Staff to plan, organize and facilitate clubs Stipends for club leaders Building space (classrooms)
construct emotional intelligence in students (inclusivity/social justice)	engage in whole school read alouds focused on emotional intelligence Staff members will read stories related to our monthly 'Choose Love' and inclusivity themes. These could be classroom visits or recorded read alouds.	students will be able to accurately identify their emotions and respond to them appropriately Pre and Post Survey	texts readers schedule for the year
Build executive functioning skills in students	incorporate lessons on executive functioning skills	Students will show improved organizational skills that contribute to submission of high quality	program development staff development

Commitment 1

		assignments working with deadlines	schedule for "Skill of the Month"
Build sense of school-wide community and belonging	<p>Host assemblies</p> <p>Promote "Wizard Wednesdays" spirit wear</p> <p>Host classroom, grade-level and/or school-wide events which engage and involve parents/families</p>	<p>Student and staff survey questions</p>	<p>Coordinate with PTA and Wellness Committee about assemblies and events</p> <p>Scheduled and consistent Connect Ed emails to raise awareness of and promote events and activities</p> <p>Grade-level teams to implement system for and frequency of contact to parents</p>
Staff will serve as a model of social and emotional skills	<p>Implement use of "Wizard Cards". Teachers will use cards to provide a compliment/positive feedback to another staff member. If you receive one you pass one along. Cannot give one to the same person twice.</p> <p>Staff will have a laminated "Coping Card" to hang with their ID tag that lists specific, individualized coping strategies useful for that person</p>	<p>Use as ongoing method to practice prosocial and copings skills</p> <p>Staff will practice giving and receiving positive feedback</p> <p>Students will be able to identify a variety of coping strategies</p> <p>Feedback from staff</p>	<p>create and print Wizard Cards</p> <p>create, print, and laminate Coping Cards</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 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>I have opportunities to talk to my friends about things not related to school</p> <p>I am able to identify my emotions/how I am feeling</p> <p>I have strategies to use to help regulate my emotions</p> <p>I know my strengths and the what I need to work on</p>	<p>70% of students will agree or strongly agree after we conduct the final survey in the spring of 2022</p>

Commitment 1

Staff Survey	<p>I provide opportunities for students to discuss and explore social justice issues.</p> <p>I embed opportunities for students to critically examine topics of power and privilege.</p> <p>I am provided self-assessment tools and resources to assess and reflect on my implicit biases.</p>	70% of teachers will agree or strongly agree after we conduct the final survey in the spring of 2022
Family Survey	<p>My child enjoys going to school.</p> <p>My child has friends in school.</p> <p>My child is able to discuss what he/she is working on in school.</p>	70% of families will agree or strongly agree after we conduct the final survey in the spring of 2022

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.

Student interviews and Equity Self-Reflection Survey will be conducted in the fall 2021 and again in late Spring 2022. In addition, we will use our discipline referrals, and attendance data to determine the success toward this commitment.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Every child has the opportunity and authority to drive and shape their own 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> 	<p>As a school, we believe that students are important stakeholders in their learning. Allowing flexibility and building positive relationships will motivate students to be invested in their own learning.</p> <p>Student interviews reflected that students enjoy participating and being active in their own learning. Many mentioned they were most excited by hands on and participatory activities.</p> <p>Based on the equity self-reflection survey, we found we were emerging in the area of including students in the shaping of their learning. As a result, we are committed to providing students the opportunity to drive and shape their own learning.</p>

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 grade-level collaboration that emphasizes common strategies and appropriate materials for possible projects within units	Teachers brainstorming/sharing ideas Planning and scheduling of projects (add details)	observation of student engagement; observation of student inquiry process and end result; survey of students	time for meetings administrative commitment to support
Next gen science inquiries	Using the next gen science units to engage students in designing inquiries, experiments, and demonstrations. Allow student input in creating assessment rubrics.	observation of student engagement; observation of student inquiry process and end result; survey of students	Time for teacher meetings (PLC) Teacher/administration inventory of available science materials-time for inventory- space
nonfiction writing/research with guided student choice of topic, based on interest	exposure to types of nonfiction effective brainstorming/exploration of student interests teacher guidance in structure Allow student input in creating assessment rubrics.	observation of student engagement; observation of student inquiry process and end result; survey of student	Time for teacher meetings (PLCs)

Commitment 2

Next gen social studies inquiries	Using the next gen social studies units to engage students in designing inquiries, and demonstrations. Allow student input in creating assessment rubrics.	observation of student engagement; observation of student inquiry process and end result; survey of students	Time for teacher meetings (PLC)Teacher/administration inventory of available social studies materials-time for inventory- space
Principal Monitoring	walkthroughs and/or attendance at grade level meetings	The principal is able to provide helpful feedback related to topics/projects	consistency in feedback

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<p>I engage in hands-on learning experiences.</p> <p>I feel included in the decision making process of my learning activities.</p> <p>My teachers are interested in my ideas.</p> <p>My teachers support my personal learning goals.</p>	70% of students will agree or strongly agree after we conduct the final survey in the spring of 2022
Staff Survey	<p>I provide my students hands-on learning experiences.</p> <p>When designing activities, I include my students in the decision making process.</p> <p>I take my students' ideas into consideration when planning activities.</p> <p>I support my students' learning goals.</p>	70% of staff will agree or strongly agree after we conduct the final survey in the spring of 2022

Commitment 2

Family Survey	My child participates in hands-on learning experiences at school. My child is able to discuss what he/she is working on in school. My child's teacher shows an interest in his/her ideas and learning goals.	70% of families will agree or strongly agree after we conduct the final survey in the spring of 2022
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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.

Student interviews and Equity Self-Reflection Survey will be conducted again in late Spring 2022.
In addition, we will use our iReady data to determine the success toward this commitment.

Commitment 3

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	PLC
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	(how does PLC support the commitments?)

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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	
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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
Steve Kiel	Principal
William Rund	Assistant Principal
Erin Smith	Parent Rep
Anne Loupe	Kindergarten teacher
Christine Sullivan	Kindergarten teacher
Dina Matrirano	Fifth grade teacher
Erin Milteer	Social worker
Jane Nienstadt	First grade teacher
Jessica Szeli	Speech
Kimberly Gage	Third grade teacher
Lisa Teall	Fourth grade teacher
Lori Brennan	Kindergarten teacher
Lori Ann Biagini	Second grade teacher
Tami Moskowitz	A.I.S.
Eliana Garry	Parent Rep

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
8/26/2020			x	x		
11/23/2020						
11/30/2020						
5/11/2021						
5/20/2021						
6/9/2021						
6/16/2021						
6/21/2021						
6/24/2021						
6/30/2021						
7/21/2021						

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 data indicated that students expressed a desire for more opportunities for positive social interactions within the school community as well as a voice in learning experiences and content. The plan was written with the existing curricula and district initiatives on fostering the intellectual, cultural, physical, and emotional growth of our children in a safe and supportive environment.

Equity Self-Reflection

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

Based on the equity self-reflection survey, we found we were emerging in the area of including students in the shaping of their learning. We built the methods and strategies of this plan around this discovery.

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.