



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mt. Vernon	Hamilton Elementary School	K-8

Collaboratively Developed By:

The Hamilton Elementary SCEP Development Team

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And in partnership with the staff, students, and families of Hamilton 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>The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) and the NYSED core principles for culturally responsive teaching that is monitored and adapted to meet the needs of students.</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>The commitment must be made to show how the building leader and staff curriculum develop a comprehensive understanding of the materials and resources available for instructional use in the school and establish clear expectations for how teachers use those materials and resources to address students' learning needs.</p> <p>In using these materials, the teachers will ensure that the students make a cultural connection so the students can connect real world experience to the content they are learning. This will promote engagement and inquiry. The result should lead to the students feeling more comfortable in taking over the lesson.</p> <p>This fits into the schools vision because the commitment allows the student to have content mastery and social awareness through the content.</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>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>The school leader works with the district to help design and implement a systemic rigorous curriculum. For ELA, the teachers will select units to implement culturally responsive teaching.</p>	<p>Meet with service provider teachers regularly and the school district to develop a comprehensive plan of materials and resources.</p> <p>Welcoming and affirming a learning environment, an inclusive curriculum and assessment, higher expectations, and rigorous instruction. Ongoing professional learning and support.</p> <p>Use Read 180 and System 44 to increase ELA.</p>	<p>The teacher will have clear expectations of the resources and materials and provide evidence of how the materials meet students' needs. This will start 9/21 and end of 6/22,</p>	<p>Scheduling that permits regular meetings.</p> <p>PD (Professional Development) that shows admin and teachers how to effectively use resources.</p> <p>Teacher having a culturally responsive class library.</p> <p>Budget to improve class libraries.</p> <p>Read 180 program with digital license.</p>

Commitment 1

	Use the Imagine Learning program to assist ENL (English as a New Language) learners in areas not covered by I-Ready.		PD in the Imagine Learning program
Use DDI (Data Driven Instruction) to properly align lessons to CCLS.	Using the lessons to expose the students to the different modalities of differentiated access.	<p>Teachers will use more strategies besides small grouping. Students began to exceed standards.</p> <p>RTI (Response to Intervention) meetings will show student improvement.</p> <p>I-Ready data will show improvement in students moving up a level</p> <p>.</p> <p>Using Danielson Rubric 1B, the teachers will be able provide evidence (surveys, portfolios, student SMART goals, written reflections, notecards, etc.) that show they are aware of the students' academic and cultural background.</p>	<p>PD that shows teachers how to use the data to push students to exceed standards.</p> <p>PD to show teachers how to implement student self-assessment.</p>
		A platform will be created for students to express their voice classroom & school wide.	

Commitment 1

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 (e.g. % agree or strongly agree)
Student Survey	Are you able to see how your lessons in school can apply to world experience? Do you understand your learning standard?	65%
Staff Survey	The teachers are aware of using materials and resources to develop lessons that will further help students exceed standards. The staff can use implement using materials and develop lessons that are culturally responsive to the students to help the students connect content to real world experience.	80%
Family Survey	Is this school meeting academic and cultural expectations?	20%

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

I-ready data shows ELA and Math increase of 20% by MOY (Middle of Year).

65% of the student body can facilitate the lesson.

70% of the teachers are aware of the school and district vision and can use the resources and materials to have the students excel the state standards by 25%.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Having parent involvement to help support school culture and commitment to the student’s educational, and emotional success.</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>By having the parents involve in the school community, we believe the students will benefit from the parent supporting the school culture and help the school understand the cultural background of the students so proper emotional support may be implemented through SEL (Social Emotional Learning), AVID, PBIS (Positive Behavioral Interventions and Supports) and other resources.</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>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>Restart PTA</p>	<p>The school will sponsor events inviting parents to participate and explaining the school’s vision of their role.</p>	<p>Having a membership of 15 parents by November and then a member increase of 10 % by the end of each quarter.</p> <p>Parents will be used to provide information on school academic needs and solicit for support.</p> <p>This will start 9/21.</p>	<p>Develop a PTA executive committee</p> <p>fundraising committee to supply school resources for the students.</p>
<p>Use AVID strategies to increase parental involvement and cultural awareness.</p>	<p>Having teachers use AVID family engagement and culturally responsive components to increase in these areas. This will help develop a sense of trust between the school and the community.</p>	<p>There should be an increase of parent communication with teachers and an increase in parental involvement in the school’s culture. This will start 9/21 and end of 6/22</p>	<p>PD in AVID</p>
<p>Implementing The Positive Action Program</p>	<p>Using this program to increase SEL learning with the teachers and students.</p>	<p>Teachers will begin to give the students affirmation, develop trust, and have a cultural awareness towards</p>	<p>PD for The Positive Action Program</p>

Commitment 2

		the students. This will start 9/21 and end of 6/22	

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		
Staff Survey	My students understand their importance in society and will not succumb to negative stereotypic behavior that will hinder their progress.	55%
	The parental support in the class should increase in grades 5-8	5-10% increase per marking period
Family Survey	How can the school community better support your child? Are you willing to volunteer to help support the school community?	20%

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 2

Hamilton PTA will have a membership of 20 or more members by the end of the school year.

Parents will support the PTA and school sponsored events increasing 15% each quarter.

Students in grades 5-8th will begin to disbelieve cultural stereotypes and self-doubt and will be able to express it with articulation.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Hamilton will decrease the absenteeism in the school by 10%</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>Absenteeism in school has been an issue which effects students learning. This commitment ties into commitment #2. By developing trust with the families and giving social and emotional support to the students, the students may come to school, decreasing the absentee rate.</p> <p>With more students in the school, teachers can better assess their classroom and have more accurate data to develop their lessons that will introduce them to different modalities.</p> <p>This fits into the school's long-term plan of reaching 96% attendance rate (and increase from the 54% of the 2020-2021 school year).</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>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>Construct an attendance team lead by the Assistant Principal that consists of 4 members.</p>	<p>Having a clearly understood system in place that includes administrative, teachers, clerical, guidance, and CPS that will monitor and do outreach to the families of chronic absentee students.</p>	<p>Attendance data will show if there is a decrease.</p> <p>CPS cases will drop by 18% each quarter in comparison to last year.</p> <p>This will be monitored at the start of 10/21</p>	<p>Support from district for system development.</p>
<p>Attendance contract for students who have contract absenteeism.</p>	<p>Monthly check in with administration and guidance.</p>	<p>Run attendance report for chronic students.</p>	
<p>PBIS assemblies to highlight attendance.</p>	<p>Teachers will monitor and notify PBIS team of classroom attendance. The teacher will have an attendance chart to promote student engagement. PBIS will give rewards to students with near perfect to perfect attendance based on a rubric presented by the PBIS team.</p>	<p>Run of attendance report of MOY to determine if progress is being met.</p>	<p>Prizes and awards.</p>

Commitment 3

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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	Did you take responsibility for receiving and making up the assignment from being absent?	100%
Staff Survey	My student’s attendance has maintained or increase by 10% for each marking period.	75%
Family Survey	The school has informed the parents how absenteeism may have a negative impact educational success.	70%

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.
The number of calls to CPS regarding absenteeism will decrease in comparison to last year. Hamilton will reach a goal of 96% by the end of the year.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

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?

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		
Staff Survey		
Family Survey		

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.

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.

X 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	Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Restorative justice will promote a positive cultural change in the classroom and the school. The programs the school will implement will help with the emotional and social support for individuals and groups if necessary.

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).

Name	Role
Duane Christian	Acting Principal
Brian Pritchett	Assistant Principal
Maria Sigourney	Parent Liasion
Danielle Zeolla	ENL Teacher
Julie-Ann Barbuto	Special Ed teacher
Lorena Payne	Teacher Assistant
Lisa Morris	Reading Specialist
Yessenia Avenaut-Defreitas	Guidance Counselor
Mariana Anastasiou	General Teacher
Euclid Lopez	Student

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
5/19/21	x		x	x		
5/26/21		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 student interview process showed the team how important it is to give the students a respected platform to voice their opinions. It gave evidence showing the strong need to be culturally responsive because the student's voice allowed the team to understand the perspective of the students on a deeper level.

Equity Self-Reflection

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

The equity self-reflection informed the team of the need to continue with the cultural responsive committee that helps encourage the students to be social activist and the teachers to create an environment of trust, affirmation, checking their own biases and helping the students connect the content to their culture.

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.