



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
MVCSD	William H. Holmes School	Pre-K - 8

Collaboratively Developed By:

Delete the red text upon completion.

The William H. Holmes School SCEP Development Team

(SCEP Team Members: Danielle Davis-Marrow, Tara Lattimer-Wilson, Sharon Vann, Greer Valinotti, Marlana Wheelwright, Danielle Laccetti,, Maria Ferreira, Ariana Aguilar)

And in partnership with the staff, students, and families of William H. Holmes 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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to increasing proficiency in student ELA skills and providing teachers with professional development to deliver effective instruction.</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 Covid-19 Pandemic caused an abrupt and lengthy interruption in our students' access to in-person learning and its advantages. Access to technology for remote learning was often delayed and as a result ELA instruction was inconsistent. Teachers providing ELA instruction had to quickly adjust and adapt other modes of instructional delivery. To provide the ELA curriculum to students, teachers had to learn how to navigate online resources. This was done through a plethora of professional development sessions.</p> <p>Prior to the pandemic, the 2019 NYS ELA Exam showed that students had significant deficiencies in comprehension skills. The ELA Strand had the greatest percentage of questions and a low rate of success across grades 3-7 in Reading Informational text. Iready 2020-2021 BOY (beginning of year) and MOY (middle of year) data also revealed a significant lack of proficiency in literary text due to deficits in vocabulary and comprehension skills.</p> <p>There is data to support the fact that many of our students would benefit from explicit direct instruction in phonics. Professional development in how to effectively deliver this instruction will provide teachers with the tools necessary to be successful. The need for professional development is supported by the 2019-2020 DTSDE (Diagnostic Tool for School and District Effectiveness) survey, which reported that only 32 percent of staff members felt that they were given enough time to share with and learn from teachers. Staff development will focus on teaching students phonics and foundational skills required to be proficient readers.</p> <p>Our belief as stated in our Mission Statement is to provide our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. Students were interviewed and expressed a desire to want to learn. They wanted a curriculum that was relatable, hands-on, and reflected the concept that students learn differently. The DTSDE (Diagnostic Tool for School and District</p>

Commitment 1

Effectiveness) Survey indicates the staff (96%) is highly committed to helping students meet challenging academic goals and is a primary focus of our school.

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>Evidence based interventions in ELA instruction as needed.</p> <p>AIS/Small group differentiated instruction/Breakout Rooms.</p>	<p>RTI Team will create a schedule for meetings with grade level teachers to review data from IReady, Dibels, common assessments, formative assessments, and results of NYS ELA exam, to determine students’ tier levels, and support teachers with intervention strategies.</p> <p>MFR (Managing for Results) SMART goals with student input are established to build on students’ strengths and identify skill deficits.</p> <p>Focus on phonics instruction and writing skills. Provide explicit and direct instruction. Provide differentiated instruction. Use of building wide strategies: RACES, The Frayer Model</p> <p>Progress monitoring will be conducted each week. At the end of a 4–6-week</p>	<p>The RTI process is well organized and proceeds through each step in a timely manner.</p> <p>Students who have deficits in ELA skills are identified early and interventions begin immediately.</p> <p>Progress monitoring results show gains in ELA skills specifically vocabulary and comprehension. Decoding skills are improved. Writing skills are improved.</p> <p>Students move at least 1 tier after a 4–6-week (about 1 and a half months) interval.</p>	<p>Schedule that accommodates RTI.</p> <p>Trained teachers in RTI processes and strategies to provide interventions.</p> <p>NYS ELA Learning Standards</p> <p>Use the following resources to provide interventions: Leveled Literacy Intervention/Iready/ Language Live/ Orton Gillingham/ Waterford/ Teacher resources including digital tools such as Nearpod and Ed puzzle</p>

Commitment 1

	period, it will be reviewed. Student tier levels will be reviewed and procedures for next steps.		All elementary teachers receive training in Orton Gillingham. Funding needed for training.
Professional Development	On -going professional development in ELA instruction that is relevant provided by district and obtained independently	Student engagement and academic success in ELA skills.	Time provided for teachers to receive PD.
Professional Learning Communities	Professional Learning Communities will <ul style="list-style-type: none"> • Collect and analyze ELA data. • Develop and try out instructional solutions. • Assess the impact of these solutions. 	Student engagement and academic success in ELA skills.	Schedule created with built in time for PLCs.
Principal Leadership Development	Principal and Assistant Principal will: <ul style="list-style-type: none"> • Participate in professional development with teachers. 	A school culture of inquiry and research is created, characterized by	Set protocols for the Learning Walkthroughs process:

Commitment 1

	<ul style="list-style-type: none"> Conduct guided “learning walk-throughs” of school to look at practices in classrooms and consider how to evaluate/improve ELA instruction. 	collaborative learning and reflective teaching.	<p>Stimulate collaborative professional conversations.</p> <p>Give and receive safe, non-threatening qualitative evidence – based feedback.</p> <p>Learn from each other.</p> <p>Use a common language for quality instruction and best practices.</p> <p>Establish clear and consistent expectations for the walkthrough.</p>
Academic Power Hour	APH (Academic Power Hour) will meet three times a week to provide ELA instruction to students who are one or two grades below their grade level.	Increased scores in ELA progress monitoring. Levels 1’s and 2’s advance at minimum 1 tier.	Money allocated for the APH to hire teachers.

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>According to the 2020-2021 clarity survey, only 20 percent of students are comfortable with basic computing skills (ex. Sending emails or creating spreadsheets). In addition, 40 percent of students find it hard or impossible to use online documents.</p> <p>On the 2020-2021 student interviews, students expressed concern that there was minimal small group instruction and collaboration and found that the use of break out rooms in Zoom were not effective.</p>	75 percent will be comfortable with basic computing skills and using online documents.
Staff Survey	According to the 2019-2020 DTSDE survey, only 32 percent of staff members felt that they were given enough time to share with and learn from teachers.	85 percent agree or strongly agree.
Family Survey	According to the 2019-2020 DTSDE survey, only 32 percent of parents are satisfied with the quality of their child’s writing instruction.	85 percent agree or strongly agree.

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

Commitment 1

By June 2022, the school will demonstrate a 48% proficiency rate in ELA (114 out of 237) students performing at level 3 and level 4) on the NYS grades 3-8 ELA tests. I ready diagnostics and progressing monitoring levels will increase. Students will improve their decoding skills. As a result, students' fluency will also improve. This will lead to an increase in vocabulary and comprehension skills in both literature and informational texts. Students will be able to produce clear and coherent age-appropriate writing.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to a more intentional approach to how we reach students who are performing below grade level in math to increase the number of students that are proficient.</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 restrictions put in place due to Covid-19 have disrupted our learning environment in an inauspicious way. The district common assessments reveal that there has been a significant slide that has negated progress towards moving more students into the realm of proficiency. Programs and scheduling that were put in place to circumvent some of the challenges that were before us had to be modified to accommodate the more than 75% of our students that opted to continue with virtual learning. The students who opted for in person learning were restricted in their ability to work collaboratively due to strict CDC protocols as they maintained six feet of distance. While safety is the number one priority, it is impossible to ignore how not having children for in person learning for a year would hinder progression. In the meantime, when reflecting on the school's DTSDE survey, only 32% of teachers expressed that they feel that they are given time to share with and learn from other teachers. This demonstrates a need to be more intentional when planning as a collective. Mathematics is heavily scaffolded, and it is essential that uniformity in how instruction is delivered is evident school wide.</p> <p>According to 2019 NYS assessment, prior to the pandemic, the proficiency rate was at 29%. The comprehensive data collected from iReady database this year has 34% of students performing at a Tier 3 level, 60% of students performing at a Tier 2 level and 6% of students performing at Tier 1 level. The data supports a need for a more cohesive approach to planning and instructional delivery to increase the rate of proficiency in math.</p> <p>Our school community's obligation is to provide our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. The restrictions and adaptations that were implemented due to COVID-19 made these goals extremely difficult for all stakeholders daily. We must restore confidence in our students with intentional planning and cohesive instructional approaches to</p>

Commitment 2

combat the losses suffered academically, socially, and emotionally because of the pandemic.

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 vertical collaboration Emphasizing the sharing of pedagogical practices and resources that are working.	Schedule monthly vertical PLC (Professional Learning Communities) meetings. During PLCs (Professional Learning Communities), teachers will meet to review student data and determine a skill of the week to be utilized during RTI (RESPONSE to INTERVENTION) math periods. Teachers will be sharing pedagogical practices and resources that have been used and adapting methodology that works to current grade levels.	Review data associated with the School District's Mathematics common assessments during vertical PLC team meetings monthly. Teachers are connecting with colleagues in the grades below and above them regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously.	Scheduling at administrative level is necessary to support this strategy.
Provide multiple opportunities at various times of the day for tutoring.	Teachers volunteer to provide extra help before school or during lunch. Students are enrolled in Academic Power Hour an afterschool program geared toward providing extra help based on student needs.	Students will show evidence of improved participation in their learning, through quizzes, exit tickets, classwork, and digital learning trackers.	Funding is necessary to staff program adequately and purchase materials necessary to instruct students.
Teachers will provide AIS services to students during the math block.	Small groups of students will be homogenously grouped based on skill deficiency.	Students will show evidence of improved participation in their learning, through	Access to research-based strategies (binder of strategies)

Commitment 2

	<p>Collect and analyze data using a baseline assessment to determine student needs.</p> <p>Teachers will provide interventions using research-based strategies and begin progress monitoring immediately.</p>	<p>quizzes, exit tickets, classwork, and teacher/student conference notes.</p> <p>Digital learning trackers such as iReady and Pearson will be used to determine students' strengths and areas of need.</p>	<p>that teachers can choose from to address the needs of students.</p> <p>A form that is used school wide to track the students being serviced progress.</p>
<p>Prioritize our ELL (English Language Learners) and SWD population.</p>	<p>Provide English Language Learners with continued support including additional services and collaboration with classroom teachers.</p> <p>Use of vocabulary in context cards with visual representation of vocabulary words for ELL students and students with disabilities.</p>	<p>Data/Strategy meetings will be scheduled on a regular basis for school leaders to meet with grade level teachers to review student performance data on iReady, common assessments, and formative assessments. Data trends will be analyzed, and target skills will be aligned accordingly. SMART goals will be established to build on student strengths to compensate for skill deficits.</p>	<p>Strategic scheduling at administrative level is necessary to support this strategy.</p> <p>Funding for supplies to either be purchased or made by teachers.</p>
<p>SEL (Social Emotional Learning) mini lessons 2-3 times a week during homeroom period to support and check in with students socially and emotionally.</p>	<p>Build lessons that reflect on how students can self-regulate when they become overwhelmed.</p> <p>Teach students how to organize, prioritize and be cognizant of managing time so that they do not become overwhelmed with meeting deadlines.</p>	<p>Parent and student surveys can be used to gauge the success of the implementation of SEL periods and how that directly impacts learning.</p>	<p>Access to different digital platforms that support teachers in delivering SEL instruction.</p> <p>Planning time to focus on grade level initiatives as it relates to SEL lessons.</p>

Commitment 2

	Teach the students the importance of self-motivation.		
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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 (e.g. % agree or strongly agree)
Student Survey	According to the 2020-2021 student survey interview, students expressed that they need more relatable and hands-on learning activities. They also expressed concern that there was minimal small group instruction and collaboration and found that the use of break out rooms in Zoom were not effective.	
Staff Survey	According to the 2019-2020 DTSDE survey, only 32 percent of staff members felt that they were given enough time to share with and learn from teachers.	85 percent Agree or Strongly Agree
Family Survey	According to the 2019-2020 DTSDE survey, only 35 percent of parents were satisfied with their child’s math instruction.	80 percent 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 2

By the end of the 2021-2022 school year, we strive to:

- Increase Tier 1 students from 6% to 11% and decrease Tier 2 and 3 students by 5% per iReady math diagnostics.
- NY State Assessments 2021-2022: Math Performance Index of 92 and a proficiency rate of 35%

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>We commit to supporting our ENL students across all content areas to increase student performance and levels of English language acquisition.</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 coronavirus pandemic halted in person instruction for students across the district. The majority of our ENL students opted for virtual instruction upon return to school. Human connection is essential to acquiring a new language successfully. As proven by extensive research of Stephen Krashen, when learning a second language we learn basic interpersonal communication skills first. This provides us with a foundation for academic language. Opportunities for authentic social conversations were halted for both in person and remote students due to CDC guidelines. Students missed authentic school experiences that create opportunities for authentic social dialogue that could not be replaced in a virtual setting. The student interview indicated a desire to work in small groups with hands on instruction through multiple modalities and critical thinking.</p> <p>I Ready 2020-2021 BOY (beginning of year) and MOY (middle of year) data also revealed a significant lack of proficiency in literary text due to deficits in vocabulary and comprehension skills for ENL students. Our mission states that we are committed to providing our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. To increase ELL performance, we must make it a priority to include ENL strategies mainstream classes and consider scheduling collaborative planning time for ENL and general education teachers. We will provide teachers with strategies and professional development on best practices for ENL students.</p>

Commitment 3

In accordance with our school's mission partnership between school, home and community is the basis that guides our practice. Academic success is dependent on home/ school connection. According to the 2019-2020 DTSDE survey showed that only 32 percent of our school's teachers feel supported by parents. Parents and teachers of speakers of other languages need extra support in helping their children assimilate to a new culture while also celebrating their own backgrounds and supporting their social/ emotional as well as academic success.

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?
Consider ELL students' performance / common planning time.	Provide English Language Learners with continued support including additional services and collaboration with classroom teachers. Include a planning time for Mainstream and ENL teachers English Language Learners Evidence Review Protocol	Data and Strategy sessions should occur on an ongoing basis to review student data and plan iReady, common assessments, formative assessments, and ELL data. We will use this information to inform instruction and share best practices as well as research-based strategies to increase student performance.	I- Ready, NYSESLAT, ELA, strategic scheduling at the administrative level to ensure common planning time/ strategy sessions with ENL teachers and classroom teachers.
Professional Development for classroom teachers in ENL strategies	District provided professional development to address the specific needs of ENL students based on school wide and district wide data.	ENL students' academic performance in their mainstream classrooms will be progress monitored.	District should provide time for teachers to attend Professional Development.
Vocabulary	Use of Journeys vocabulary in context cards with visuals and activities to engage the students in listening, reading, writing, and speaking. Teachers will provide opportunities for multiple exposures to new vocabulary as this is essential for acquiring and retaining vocabulary. Teachers will frontload vocabulary for new introductions prior to reading.	I- Ready, formative vocabulary assessments Journeys and collections vocabulary assessments NYSESLAT & ELA data	Access to research-based strategies (binder of strategies) that teachers can choose from to address the needs of students. Access to online programs

Commitment 3

	<p>Translated word walls and glossaries provided for English Language learners across all subject areas.</p> <p>Framer model, 3-tiered model of vocabulary, use of visuals, graphic organizers,</p>		
<p>Culturally responsive teaching and experiences</p>	<p>Cultural celebration where ENL and general education classes can share food, music, literature, stories from their cultures. Parents & families should be invited to participate.</p> <p>Including aspects of their culture in the curriculum.</p> <p>Allow opportunities for students to relate their culture to the literature/non-fiction pieces they are reading.</p>	<p>Student and family surveys. Checklist, student, and family interviews.</p>	<p>District will need to approve of events, teachers, school district or students and families may need to provide a small monetary amount for events.</p>
<p>Small group instruction with targeted skills for ELLs (English Language Learners)</p>	<p>Review NYSESLAT results with ENL teachers and classroom teachers to address areas of need in Speaking, Listening, Reading, and Writing</p> <p>Teachers across all content areas should use ELL strategies during mainstream courses as they will benefit all students.</p> <p>conversation prompts, sentence starters, sentence frames for both speaking and writing activities to give English Language Learners & students with speech and</p>	<p>Students will show evidence of improved participation in their learning. Progress monitoring through quizzes, formative assessments, exit tickets, I-ready, graphic organizers, classwork, and teacher/student conference notes.</p>	<p>Access to research-based strategies (binder of strategies) that teachers can choose from to address the needs of students.</p> <p>Access to technology and online programs/resources</p>

Commitment 3

	<p>language disabilities greater access to conversations and writing activities in English.</p> <p>Teachers will implement SOS (Spotlight on Instruction Strategies) strategies from Discovery Education such as AEIOU, 6 Word Story, 3 Truths and 1 Lie, Multiple Perspectives, and Tweet Tweet.</p> <p>Use of graphic organizers across content areas, audio text, immersive reader, signal words and phrases for specific text structure prior to reading.</p>		
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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 (e.g. % agree or strongly agree)
Student Survey	<p>According to the 2020-2021 student interviews, students expressed that all students learn differently through visual, auditory, and kinesthetic activities.</p> <p>According to the 2019-2020 DTSDE survey, only 30 percent of students agree or strongly agree that their parents help out at school.</p>	75 percent agree or strongly agree.
Staff Survey	<p>According to the 2019-2020 DTSDE survey, only 32 percent of teachers feel that they are supported by their students’ parents or guardians.</p>	75 percent agree or strongly agree.
Family	<p>According to the 2019-2020 DTSDE survey, 61 percent of families agree or strongly agree that they are encouraged to attend School –sponsored activities, such as back to school night and parent conferences.</p>	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 3

- By June 2022 25% of students should increase by one level or score on or above grade level on I- ready overall relative placement scale.
- According to mid-year January 2021 data we had Tier 1- 15% on or above level, Tier 2- 33.3% 1 level below, Tier 3- 52.4% 2 levels below on I- Ready overall relative placement scale.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to improving attendance schoolwide, especially for students who have demonstrated chronic absenteeism.</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 Covid-19 pandemic has impacted our student attendance due to an abrupt shift to virtual and hybrid learning. The lack of laptops and tablets, hotspots for internet access, technical difficulties, and supervision of our youngest learners to log on to the virtual classroom has created our chronic absenteeism challenges. The academic progress of our students is negatively affected in comparison to years prior to the pandemic when in person learning was taking place.</p> <p>Our school's vision is to provide and support high level academic rigor. The student interviews validated the importance of in person learning. Our vision can be accomplished through full access to curriculum and collaboration with teachers and fellow students. Students reported that virtual and hybrid learning was difficult due to the lack of small group instruction and technical issues that impeded the learning process. Students also reported that on days when all teachers were present because it made us feel like they care, indicating that students want to be in school. When asked about the best days they have had at school on the 2020-2021 student survey, students expressed that they miss the days when they used to interact more closely with peers and staff.</p> <p>As the school district continues to implement the full reopening plan, daily attendance in person can improve, which will fit into our school's long-term plan for improved academic achievement.</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?
Attendance Committee	The attendance committee will review, communicate, and address students that are chronically absent or at risk.	Progress monitor attendance data on a weekly basis.	The use of an attendance data tracker.
Data Collection Forms	An electronic form on a shared digital platform to be completed by each teacher on the second day of a student absence, followed by a phone call to the family which will be documented.	The attendance committee will progress monitor attendance data submitted on the electronic forms.	The use of Office 365 for shared documents to support transparency with the data.
Parent Outreach	Contact families of students that are at risk or are chronically absent. Communicate with all families about the importance of daily attendance. Share school calendars, student schedules, and attendance protocol updates.	Progress monitor data after outreach to parents.	Communication by phone, email, Schoology, letters, and Blackboard.
Attendance Incentives	Implement monthly celebrations and incentives for perfect attendance and improved attendance for individual students and for classrooms.	Progress monitor attendance data.	Student surveys and an attendance incentive budget.
Mentor Buddy	Chronically absent students will be paired with a staff member who will serve as a mentor to encourage improved attendance.	Progress monitor attendance data for the students identified for Mentor Buddy assistance.	Weekly communication through in person or phone support, or the Schoology messaging platform.

Commitment 4

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>When asked about the best days they have had at school on the 2020-2021 student survey, students expressed that the best days they have had were when they used to interact more closely with peers and staff.</p> <p>According to the 2019-2020 DTSDE survey, only 50 percent of students agree or strongly agree that they are treated fairly. Only 30 percent of students agree or strongly agree that their teachers want to hear what they do when they are not in school.</p>	85 percent agree or strongly agree.
Staff Survey	<p>According to the 2019-2020 DTSDE survey, only 32 percent of teachers feel that they are supported by their students’ parents or guardians.</p>	75 percent agree or Strongly Agree.
Family Survey	<p>According to the 2019-2020 DTSDE family survey, only 44 percent of families agree or strongly agree that students do not threaten or bully each other.</p>	85 percent Agree or Strongly Agree

Commitment 4

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.

By the end of the 2021-2022 school year, we strive to:

- Achieve a 90% or higher daily attendance rate.
- Achieve a 90% or higher monthly attendance rate.
- Achieve a 90% or higher yearly attendance rate.

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 (EVERY STUDENT SUCCEEDS ACT). 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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

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
Danielle Davis-Marrow	Principal
Shereene Shames	Assistant Principal
Greer Valinotti	ENL Teacher
Marlana Wheelwright	6 th Grade Teacher
Danielle Laccetti	Special Education Teacher
Sharon Vann	Title 1 Coordinator
Maria Ferreira	Special Education TA
Tara Lattimer-Wilson	Guidance Counselor
Gary Prince	Data Consultant
Ariana Aguilar	Parent Representative
Karissa Hinds	Student Representative

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
4/30/2021	x		x			
5/3/2021			x			
5/4/2021			x	x	x	
5/5/2021					x	
5/6/2021					x	
5/10/2021					x	
5/12/2021					x	
5/17/2021					x	
5/19/2021					x	
5/20/2021					x	

Our Team's Process

5/24/2021					x	
5/25/2021					x	
5/26/2021					x	
5/27/2021					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 informed the teams plans by providing an understanding of the students' needs from a student's perspective. The student interviews validated the importance of in person-learning. In our commitments for the 2021-2022 school year, we strive to provide and support high level academic rigor. The faculty members understand that all students learn differently through visual, auditory, and kinesthetic activities. Learning tasks and lessons will include more relatable and hands-on learning activities, as the students suggested during the student interviews.

Equity Self-Reflection

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

Although Holmes is not an Identified School, the Leadership Team found the Equity Self-Reflection to be a valuable tool to complete the 2021-2022 SCEP. The COVID 19 pandemic severely impacted student achievement. The Equity Self-Reflection informed the SCEP Team of the existing academic deficiencies.

Educational equity depends on fairness and inclusion. The 2021-2022 SCEP will include expectations for an equal opportunity in education for all students. Administration will strive to provide:

- High Quality Academics
- Aligned Resources
- Provide broader Community and family Supports.
- High-quality Staff
- Provide student clear guidance on what it takes to succeed.
- Build partnerships with parents based on shared interest.
- Provide virtual learning opportunities.
- Teach the way students learn rather than expecting students to learn the way we teach.
- Implement evidence-based practices and evaluate for effectiveness.

Learning As A Team

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.