



# School Comprehensive Education Plan 2021-22

| District     | School Name | Grades Served |
|--------------|-------------|---------------|
| Mount Vernon | Grimes      | K-8           |

## Collaboratively Developed By:

**The Grimes Elementary School SCEP Development Team**

**(SCEP Team Members: Marc Molina, Kimberly Kahan, Margie Soto, Troya Barghen-Hewlett, Janaya Rice, Dara Smalls, Rita James, Debbie Keane, Tyler Govina)**

***And in partnership with the staff, students, and families of Grimes 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><b>What is one commitment we will promote for 2021-22?</b></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><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>Due to the pandemic, there has been a regression in terms of student achievement. It is imperative that teachers understand ways to use data assessments aligned with interventions within the specific programs such as iReady lessons based on interim assessment results and Journeys small group instruction based on unit test results</p> <p>Teachers must review the various data sources and identify the specific learning goals that align with the data, and review the current curricula approaches that should be modified as a response to students' needs.</p> <p>Teachers readily administer unit tests and other informal assessments aligned to the English language arts and mathematics curriculum programs and iReady online platform and use the results to assign students to groups for follow-up instruction. This connects with having high expectations and rigorous instruction.</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?  |
| <b>Work with the district to help design and implement a systemic rigorous curriculum</b> | <p>Work with REACH to implement Balanced Literacy</p> <p>use teacher observations and grade-level meetings to determine specific teachers' instructional needs of support so that a matrix of coaching and mentoring support is assigned to specific teachers.</p> | <p>readily administer unit tests and other informal assessments aligned to the English language arts and iReady online platform and use the results to assign students to groups for follow-up instruction.</p> <p>Use of BOY data to from SMART GOALS. Progress monitoring for individual students and small group instruction.</p> | <p>Scheduling that permits teachers to meet in PLC's</p> <p>Teachers who are trained in the workshop model to turnkey information</p> <p>Levelled Libraries</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<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | Do you know what you are supposed to do as a learner during (name specific part of the lesson structure, i.e., Fluency Practice)? | 90%  |
| <b>Staff Survey</b>   | The curriculum gives me resources that help me reach all students.  | 85%  |
| <b>Family Survey</b>  | What additional supports do you wish students had?  | 80%  |

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.

Master methods for understanding how to effectively consider the results of the assessments when creating units of study and lesson plans.  
For example:

**At Risk for Tier 3**

35% (From 43%)

**Tier 2**

32% (From 35%)

**Tier 1**

34% (From 23%)

## COMMITMENT 2

### Our Commitment

|  |   |
|--|---|
| <p><b>What is one commitment we will promote for 2021-22?</b></p>  | <p>Develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>Examining data in ways that parse the different learning needs out so that data is used in ways to create instructional plans that are dynamic and rigorous for all students.</p> <p>Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey</p> <p>Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.</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? |
| <b>Identifying deficits from data</b>                      | Examining iReady Diagnostic BOY and DIBELS BOY to identify areas of need and make projections for growth with teachers, reading specialists, ELA teachers and special education teachers | Progress monitoring   | Teacher Analysis of Diagnostic Results template  |
|  | Identify key grade level deficits and student tiers, create small group instructional plan   | Intervention plan, and progress monitoring, PLC intervention log  | Progress Monitoring Worksheet, MFR-PLC Log   |
|  |  | Run attendance report MOY   |  |
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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<br><i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|---|
| <b>Student Survey</b> | Assessments provide opportunities for students to demonstrate their learning  | 90%   |
| <b>Staff Survey</b>   | Assessments and instructional activities align to the learning objectives   | 90%   |
| <b>Family Survey</b>  | The strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners | 85%   |

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.

School leaders and teachers must review the various data sources and identify the specific learning goals that align with the data, and review the current curricula approaches that should be modified as a response to students' needs



## COMMITMENT 3

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

### Our Commitment

|  |  |
|--|--|
| <p><b>What is one commitment we will promote for 2021-22?</b></p>  | <p>Ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. This ensures every bit of class time is spent teaching new concepts and having meaningful discussions. Planning helps make sure lessons are clear and well-timed, meaning that students can be active and interested. Effective planning also includes some built-in flexibility so that teachers can respond to what they find out about their students' learning as they teach.</p> <p>Lesson planning enables the teacher to link the new knowledge with the previous knowledge acquired by students. Lesson planning ensures a proper connection of a new lesson with the previous lesson. Lesson planning ensures a definite assignment for class and availability of adequate materials for the lesson.</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? |
| <b>incorporating rubrics and checklists instruction and assignments for students</b> | Identifying aspects of performance that will be assessed<br>Identify the characteristics associated with each dimension<br>Identifying rating scale that identifies students' level of mastery within each criterion | Students can monitor and respond to their data or guide their approach to working independently<br><br>Students are aware of the criteria         | Anchor Charts, template of Rubrics, PD, PLC meetings to share best practices                               |
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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<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | You are aware of the assessment criteria                                   | 90%  |
| <b>Staff Survey</b>   | I provide students with timely, meaningful feedback that improves learning | 90%  |
| <b>Family Survey</b>  | What type of feedback do you find most useful?                             | 80%  |

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.

Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

## COMMITMENT 4

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

### Our Commitment

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|--|--|
| <p><b>What is one commitment we will promote for 2021-22?</b></p>  | <p>We are committed to having a minimum rate of 90% attendance</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Research shows that attendance is a key factor in student achievement. Poor attendance has serious implications for later outcomes as well.</p> <p>Punctual attendance is essential for effective learning, promoting positive relationships and developing good attitudes to education</p> <p>Punctual attendance is essential for effective learning, promoting positive relationships and developing good attitudes to education.</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? |
| <b>Attendance Team to monitor student attendance</b>       | Identify students who are chronically absent, perform address checks and contact parent guardians, etc. | Weekly meetings to monitor progress, review of anecdotal notes, PBIS awards, AVID   | Time for team to meet, Communication with social services, parents   |
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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:

|                       | <b>Survey Question(s) or Statement(s)</b>   | <b>Desired response</b><br><i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|--|
| <b>Student Survey</b> | <b>Do you know how to get make-up assignments for your class if you have been absent?</b>                             | 90%  |
| <b>Staff Survey</b>   | <b>What would be most helpful for students at our school to get here on time or more often?</b>                       | 90%  |
| <b>Family Survey</b>  | <b>Do you or your family member(s) receive a phone call from someone at your school when you are tardy or absent?</b> | 80%  |

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 4

If we are 100% in person for 2021-2022 school year the goal is to have 90% attendance.  
Continue to use incentives such as PBIS and AVID to improve attendance

## 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   | Professional Learning Communities  |
|---|--|
| <p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p> | <ul style="list-style-type: none"> <li>• Discuss issues around student learning</li> <li>• Collect and analyze data</li> <li>• Develop and try out instructional solutions</li> <li>• Assess the impact of these solutions</li> </ul> <p>These are germane to Commitment 2</p> |



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:

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

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.

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

## 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               |
|-----------------------|--------------------|
| Marc Molina           | Principal          |
| Kimberly Kahan        | Homeroom Teacher   |
| Margie Soto           | ENL                |
| Troya Barghen-Hewlett | Special Education  |
| Janaya Rice           | Teacher Assistant  |
| Dara Smalls           | Guidance           |
| Deborah Keane         | Reading Specialist |
| Rita James            | Parent             |
| Tyler Govia           | Student            |
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## 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 |
|------------------------|-----------------------|--|---|---|------------------|--|
| <i>Example: 4/6/21</i> |                       |  | x   | x   |                  |  |
| 11/30/2020             |                       |  | x   |   |                  |  |
| 3/17/2021              | x                     |  |   |   |                  |  |
| 4/19/2021              |                       |  |   | x   |                  |  |
| <b>4/21/2021</b>       |                       |  |   |   | x                |  |
| <b>5/19/2021</b>       |                       | 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 provided an opportunity to learn more about students' academic, emotional, and social development. It gave insight into how to better support our students.

### Equity Self-Reflection

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

Allows the team to look at our capacity to grow awareness of biases and assumptions that are detrimental to a school's culture. It also supports intellectual and personal work across the school community to build knowledge, commitment, and skill to address equity issues and provide a culturally responsive environment

## 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.