New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Mount Vernon City School District	Columbus	Pre-Kindergarten-Grade 8

Collaboratively Developed By:
The Columbus SCEP Development Team Dr. Colleen Seivright-Crawford, Alethia Bryan, Kerry Hope, Anna Zelek, Ninozca Herrera, Christia Besko, Maria Sigourney *And in partnership with the staff, students, and families of Columbus 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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

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

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

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

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP

- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We will commit to strengthening our school-wide AVID implementation.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	As a school community, we recognize the importance of ensuring our students receive the necessary tools to be college and/or career ready. AVID implementation will strength student engagement as we strive to close the achievement gap. The qualitative data furnished by the student survey revealed students did not find school and enjoyable experience. Instead, students view school as a place they must attend (compliance) versus viewing school as a structure which will support them in actualizing their personal and professional hope and dreams. This commitment is influenced by student surveys as one of the resounding themes was that the students want to have fun and enjoy school. They expressed school can be both- educational and fun. This commitment is directly aligned to Columbus' vision and mission statement which therefore would support a seamless implementation. Ultimately our steadfast commitment and/or goal is to equip students with the necessary tools to emerge into critical thinkers who are prepared to compete in a global society.

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?
Monthly PD	Staff will receive PD on a specific AVID strategy during our monthly staff meetings.	Administrative walkthoughs and observations will gauge implementation of AVID strategies.	Scheduling, Training
Quarterly AVID Assessments	AVID assessments will be built into the assessment calendar. The results will be reviewed, discussed, and analyzed with the leadership team to determine next steps.	Completion of AVID assessments as a building-wide initiative. Tracking of the completion rate and assessment results.	Lead Teacher and/or grade level chairs
Vertical curriculum alignment	Each grade level chair will identify power/anchor standards for a specific grade level and will collaboratively plan backward design units of study. Through the use of an interactive document (Office 365) teachers will populate the identified standards as a shared- working document.	Review of the revised building-wide curriculum maps. Review of weekly/bi-weekly student assessments which will be directly aligned to the power standards.	Curriculum guides, Next Generation standards, ASCD backward design templates.

Administrative Monitoring	During walkthroughs and/or formal announced/un-announced observations, the administrative team will reference a checklist which will list researched-based (AVID) strategies. The data will be shared with the staff during monthly curriculum meetings and a tiered action plan will be created to support	During weekly administrative meetings, the data associated with the checklist will be reviewed and analyzed to determine instructional next steps.	Administrative time will be scheduled using methods aligned to The Breakthrough Coach.
Infusion of culturally relevant texts	An inventory team will be assembled create a catalogue of all culturally relevant text titles on-site. Based on the inventory results, purchase orders will be made to receive additional books. Teachers will infuse the texts within their planning cycles to ensure congruency and relevance.	Teachers will review the available titles with students and come to consensus which novel studies they would like to complete for the academic year.	Inventory team, purchasing additional text(if required) UbD planning templates.

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	I learn about the achievements of people who reflect my cultural background. I learn about many races, cultures, religions and genders in texts we read in school. I think the teachers know who I am as a student/person.	65% for all
Staff Survey	I have the resources to link the strategies, content and materials from previous grades to the current grade. I have opportunities to participate in PD from colleagues and to lead professional development. I received timely feedback from administrators.	65% for all
Family Survey	I feel comfortable supporting my child in ELA (reading and writing) at home. The school recognizes and values the backgrounds of the learning community The school's vision and mission statements support inclusion and diversity.	75% for all

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.
Increase usage of culturally relevant texts in classroom libraries (K-8) ELA iReady 65% at or above grade level Math iReady 65% at or above grade level AVID quarterly assessment 80% completion

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We will commit to the implementation of the RtI (Response to Intervention) blocks with fidelity.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	In order to provide students with an educational experience which will give them the necessary tools to compete globally, we need to ensure students are performing at or approaching grade level standards. The master schedule will include dedicated RtI blocks to support ELA and math deficiencies. Although RtI blocks have been a staple in our master schedule, they are not being utilized as intended. Instead, they are being used to extend a lesson and/or for "busy" work. This commitment is essential as students require additional support to close the academic gaps which were present before and during the pandemic. The commitment is directly aligned to Columbus' mission/vision statements. As we continue to work diligently to reduce the achievement gaps, students advance towards meeting grade level expectations which will yield additional opportunities to expand enrichment and/or project based learning.

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?
RtI monthly meetings	The RtI meetings will be calendarized to ensure that we are tracking student progress. The school counselor will schedule meetings with the referring teacher and the parent to review the academic and/or behavioral concerns. During the meeting, a collaborative action plan inclusive of a follow-up date will be developed during the meeting to support the student. After all academic and/or behavioral support options are explored, the school psychologist will facilitate referrals to the CSE.	Teachers will be required to provide a follow-up report in 6-8 weeks after the research-based intervention is implemented with fidelity. Pre-post student assessment data will be analyzed to determine growth.	Scheduling, RtI team members (stakeholder groups- Classroom teacher, school psychologist, reading teacher, math teacher, SPED teacher, administrator)
Classroom visits during the RtI block	Weekly classroom visits will be scheduled during the RtI blocks to ensure the allotted time is being used as designed.	The administrators will have a checklist to determine if students are placed in homogenous strategy groups aligned to specific data trend(s)	Scheduling, principal, assistant principal

PD on research-based strategies	A review of RtI protocols will be conducted at the beginning of the school year. Research-based interventions will be shared with all staff members to support a specific reading deficiency. iReady assessment prescriptions will be incorporated		
Coaching	Tiered system of support	Feedback from teachers receiving the individualized support coupled with student assessment results will determine if the strategy is working. Beginning of the school year identify teachers who are in need of additional support.	Building literacy Coach is needed
Data meetings	Scheduling team and individual data meetings with administration to review data trends and to create instructional next steps.	Increase in student proficiency rates of triangulated data points, unit assessments, teacher created assessments, standardized assessments	Calendarized Data tracker

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	I am receiving additional help with my work/subject that I don't understand. The teacher is meeting with me individually or in a small group to assist me with my work. My teacher(s) are breaking things down in a way I can understand.	65% for all
Staff Survey	I am receiving PD to support the implementation of RtI with fidelity. I have an understanding of research-based strategies to support various levels of student proficiency.	65% for all
Family Survey	I understand the importance of RtI. I recognize the role I play to support my child in obtaining proficiency.	65% for all

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.
Reduction of the number of RtI referrals by 50%. Administrative RtI checklist reveals implementation with 80% fidelity. Triangulated assessment data denotes an increase in grade level proficiency rates by 65%.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

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

☐ 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
Dr. Colleen Seivright-Crawford	Principal
Alethia Bryan	Social Worker
Kerry Hope	Special Education Teacher
Anna Zelek	Special Education Teacher
Ninozca Herrera	Bilingual Teacher
Maria Sigourney	Parent
Christia Besko	Math Teacher

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
Example: 4/6/21			*x*	*x*		
3/10/21			x	x		
3/19/21	x					
3/24/21			x		x	
4/15/21					x	
4/29/21					x	

Learning As A Team

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 interviews were extremely insightful. Although the team recognized that the pandemic would have a significant impact on students' social/emotional well-being, the interviews provided the team with specific examples of how we can best meet the needs of our students. To that end, the plan is reflective of opportunities for members of the learning community to educate our students via lessons which are engaging! The team naturally aligned our current work with AVID to support the students' resounding sentiment of wanting to enjoy school. In addition, the team's plan also incorporated an improvement to our RtI implementation as students also expressed they need more support with grasping academic concepts.

Equity Self-Reflection

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

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.