



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Mount Vernon City School District	Rebecca Turner Elementary School	Pre-K-4

Collaboratively Developed By:

The Rebecca Turner Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Rebecca Turner Elementary School

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

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

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

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

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ongoing professional development and support.</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>It is Rebecca Turner's belief that professional development will strengthen the school's community and, in turn, continue to drive student achievement by strengthening teacher practice and enhancing teacher skill set to meet the various needs of all students.</p> <p>After reviewing 2019 NYS assessment data, the DTSDE school review report, and current teacher observation data, we have determined our areas of focus and professional development needs.</p> <p>Building the instructional capacity of our teachers is crucial to accomplishing school goals and makes this the right commitment to pursue.</p> <p>This commitment will support in achieving our ELA and Math goals established in commitment 1: We commit to striving for high expectations and implementing a rigorous curriculum.</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?
Data-Driven and Differentiated Instruction	<p>The meetings will occur monthly.</p> <p>Teachers will receive professional development from the school leadership team on how to differentiate instruction and use data to drive instruction during PLC and curriculum meetings.</p> <p>Teachers will use data to differentiate instruction monthly and develop an action plan during the first six weeks of school based on individual student outcomes.</p>	<p>By October 2021, the principal will meet with all grade level teachers and guide them with creating an action plan.</p> <p>The RTES instructional leadership team will provide support monthly to teachers.</p> <p>Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms</p>	<p>Data-Driven Instruction and Research-Based Instructional Strategies PD</p> <p>Sign in logs Agendas Common planning Creating a master schedule</p>
Higher Level Questioning (Bloom's Taxonomy)	<p>Consultants will provide ongoing coaching support 3-4 times a year.</p> <p>Teachers will incorporate varied levels of questioning (levels I, II, III) into daily classroom instruction. (PD)</p>	All staff attends including specialists and support staff related services	<p>PD expenses</p> <p>Teacher commitment Visual references for incorporating questioning</p>

Commitment 1

Leadership Team Observations and Walkthroughs	Building administrators will continue to conduct classroom observations to ensure all teachers are implementing instructional strategies that are student-centered, differentiated and incorporated during core instruction.	By April 2022, 100% of teacher observations will be completed. Administration will create an informal observation schedule	Adhering to schedule
Literacy-Based Classrooms	Teachers will receive professional development on three components of a literacy-based classroom (Vocabulary, guided reading, and writing)	Teachers will incorporate the three components of a literacy-based classroom into their daily instruction.	District consultant will provide ongoing support 3-4 times a year.
Specially Designed and Explicitly Direct Instruction (ongoing)	Teachers will receive professional development and coaching on explicit direct instruction and specially designed instruction for all students	Teachers will embed the EDI/SDI strategies from this training into their daily lessons	This training will be conducted by a BOCES Literacy Consultant.
Problem Solving Strategies in Math	Teachers will receive professional development on the STAR's problem-solving graphic organizer for Math	Teacher will utilize the STAR's problem-solving strategy into the daily lessons	This training will be conducted by a district level administrator and teacher leader.

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	My teacher utilizes a variety of strategies to meet my learning needs	75% agree
Staff Survey	The professional development learned this year has expanded my instructional repertoire to effectively teach to my students’ varied learning styles	90% agree
Family Survey	The quality of student assignments/projects has increased my child’s academic performance this school year	75% 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.

100% of walkthrough and observation data will show that teachers are incorporating the strategies learned during professional development.

Administration will view student work and observe strategies learned being used in daily work.

The school leadership team will monitor student achievement data (formative and summative assessments).

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to striving for high expectations and implementing a rigorous curriculum.</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 vision of Rebecca Turner Elementary School is to be a data-driven professional learning community committed to high expectations and soaring student achievement.</p> <p>By June 2022, Rebecca Turner Elementary School will demonstrate at least a 15% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-5 ELA tests from the previous year.</p> <p>By June 2022, Rebecca Turner Elementary School will demonstrate at least an 8% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-4 Math tests.</p> <p>This commitment aligns with the following Superintendent's actions goals:</p> <p>1.1. Key Indicator (PreK-3rd Grade): The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.</p> <p>1.2. Key Indicator (3rd-8th Grade): The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.</p> <p>At Rebecca Turner Elementary School, there has been a significant increase of students performing at level 1 due to the influx of special education students and consultant teacher model not meeting students' academic needs (for influx and previous SE enrollment).</p>

Commitment 2

NYS 2019 ELA test indicates students are averaging 9.49 points out of 16 (59%) on the short and extended response questions. An emphasis on writing (4-point responses) and increased exposure and modeling of NYS short and extended responses is needed (see below).

Additionally, during this pandemic, our academic progress has experienced a “COVID slide based on local assessments and grading. Our current ELA data for all grade levels indicate the following:

26% of students are performing at level 1

41% of students are performing at level 2

25% of our students are performing at level 3

6% of our students are performing at level 4

NYS 2019 Math test indicates students are averaging 7.47 points out of 15 (47%) on the short and extended response questions. An emphasis on problem solving methodology (STARs) and increased exposure and modeling of NYS short and extended responses is need. Multiple choice data indicates there is a need to focus on level 2 questioning.

Additionally, during this pandemic, our academic progress has experienced a “COVID slide based on local assessments and grading. Our current math data for all grade levels indicate the following:

38% of students are performing at level 1

32% of students are performing at level 2

23% of our students are performing at level 3

6% of our students are performing at level 4

Commitment 2

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>Leadership Team Meetings</p>	<p>The school leader will convene instructional leadership team meetings with teacher leaders and RTI representatives to discuss data collected from walkthroughs and any student progress data. These meetings will occur at least twice a month.</p>	<p>The school leader will continue to implement a schedule that includes a minimum of one to two hours per day to visit classrooms, grade level PLCs, and vertical team meetings to provide ongoing support and feedback to teachers.</p> <p>By October 2021, the principal will meet with all grade level teachers and guide them with creating an action plan.</p>	<p>Build meetings in schedule Time to analyze data Data on all students</p> <p>Master schedule</p> <p>Common planning Data collection</p> <p>Sign in logs agendas</p>
<p>Professional Learning Communities</p>	<p>The school leader will continue to implement a schedule that includes a minimum of one to two hours per day to visit classrooms, grade level PLCs, and vertical team meetings to provide</p>	<p>Teachers will continue to meet in grade level professional learning communities to analyze student work to determine</p>	<p>Sign in logs Minutes Agendas</p> <p>Teacher commitment</p>

Commitment 2

	<p>ongoing support and feedback to teachers.</p> <p>Strengthening teacher practice Enhancing teacher skill set to meet various needs of all students</p>	<p>how to differentiate instruction.</p>	
<p>Managing for Results</p>	<p>At the end of every five weeks and/or marking periods, the school leadership team will develop systems (managing for results) that support teachers in the use of summative and formative assessments (including screening and progress monitoring), that will develop highly dynamic and responsive plans based on students' strengths and needs.</p> <p>Teachers will incorporate varied levels of questioning (levels I, II, III) into daily classroom instruction. (PD)</p>	<p>By January 2022, all students will demonstrate a 50% or more approach towards their June 2022 goal.</p> <p>Teachers will develop short- and long-term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, i-Ready, Waterford, and NYSED testing data).</p>	<p>Digital data collection Focused goals</p> <p>Planning</p> <p>Student feedback</p> <p>District data tracker</p>
<p>Tiers I-III intervention periods</p>	<p>The school leader will create a block schedule for ELA and Math instruction and an intervention period two days a week for tier 2 and Tier 3 instruction.</p>	<p>Building administrators will continue to conduct classroom observations to ensure all teachers are implementing instructional strategies that are differentiated and incorporated during core</p>	<p>Lesson plans</p> <p>Planning for block schedule during common planning</p>

Commitment 2

		instruction and intervention periods.	

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 aware of my academic goals and what I must do to improve.	80% yes
Staff Survey	What percentage of your students met their academic goal in math and ELA this year?	70% met goal
Family Survey	I am aware of my child's academic goals and what I need to support them achieve their goal.	75% yes

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

Teachers will incorporate varied levels of questioning (levels I, II, III) into daily classroom instruction.

Math Common Assessments: End of every unit By January 2022, all students will demonstrate a 50% or more approach towards their June 2022 goal.

ELA Common Assessments: End of every unit By January 2022, all students will demonstrate a 50% or more approach towards their June 2022 goal.

i-Ready: Every 2-4 weeks; MOY, and EOY. By January 2022, all students will demonstrate a 50% or more approach towards their June 2022 goal.

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 reducing 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>By June 2021, Rebecca Turner Elementary School will demonstrate at least a 7% increase in the number of students present.</p> <p>As of May 31, 2021 our attendance rate is 83.8% 16.2% of students were chronically absent for the 2020-21 school year Many students have <i>inconsistent attendance</i> due to:</p> <ul style="list-style-type: none"> • illness and/or physical impairments (challenges). • Some parents have expressed they have to deal with school refusal and separation anxiety problems. • Some parents have shared they have difficulty with morning routines for their child. • Wake up late • Go to bed late/stay up all night • Parents permit child to stay home • Student assists with taking care of family member(s) • Logs in late to virtual classes • Leaves virtual class after a break or lunch and does not return • Student has health problems • Student misses the bus • Anxiety/depression • Learning disability • Student does not feel comfortable with remote/distance learning • Language barrier

Commitment 3

- Students working from other locations (out of state, out of country)
- Some students do not live in our school zone. Therefore, when there is inclement weather, parents will not bring their child to school.
- Homeless students often have difficulty with transportation to school.
- Some parents will not send their child to school when during half days.

The attendance of many students was impacted by **technological challenges**:

- No device
- No internet
- Unfamiliar with online learning platforms
- Parent/guardian has difficulty with and/or does not understand how to use mobile devices and/or online learning platforms
- Black screen
- Screen is frozen
- Service interrupted
- Eye strain
- Back and/or other body pain from sitting all day to use the computer
- Do not like remote/distance learning
- Grandparents are caretakers and aren't familiar with technology
- Student shares devices with siblings and/or parents

The attendance of some students was impacted due to a **lack of supervision**:

- Absent more than once per week
- Log into virtual class or arrive to school late
- In and out of class during remote learning
- Leaves class after break or lunch and does not return
- Falls asleep during lessons
- Poor hygiene
- Choosing which classes to attend (support services or specials)
- Choosing to disable camera

Commitment 3

Some students move and transfer to different schools. Parents often do not officially discharge their child as a result they remain on our record which impacts our attendance rate.

This commitment will support with achieving our ELA and Math goals established in commitment 1: We commit to striving for high expectations and implementing a rigorous curriculum.

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>Implement Attendance Policy with fidelity</p>	<ul style="list-style-type: none"> • Active Attendance Team • Work to achieve attendance goals to decrease student absenteeism • Communicate responsibilities of teachers, parents, and students • Communicate policy and expectations regarding tardiness, early release and late pick up of students 	<ul style="list-style-type: none"> • Maintenance of accurate records • Share and review weekly attendance reports of 2 or more absences with Attendance Team members and teaching staff • Teachers maintain parent communication log including attendance record • Daily attendance in eSchool • Keep record of special circumstances impacting the student and/or family • Weekly completion of MVCSD Non- 	<ul style="list-style-type: none"> • Attendance Policy shared with staff, parents, and students • Time • Administration support • School Counselor, Parent Liaison, and teaching staff • Attendance presentations during faculty or curriculum meetings; P.T.A. meetings; Parent Involvement Day • Daily announcements

Commitment 3

		<p>Responsive Families and Attendance document</p>	<p>to remind teachers to take attendance by 9:30 A.M.</p> <ul style="list-style-type: none"> • Send emails once or twice per week regarding taking attendance
<p>Attendance Team</p>	<ul style="list-style-type: none"> • Our team will meet at least once per month to review student attendance and serve as the primary source of contact for students who are absent. • The attendance team exists to ensure all students can access their education every day. • Members of our team will do the following: contact parents when their child begins missing school, conduct parent meetings via in-person, teleconference or videoconference (ZOOM) to discuss attendance, to learn barriers to regular school attendance, and serve as a source of support for teaching staff experiencing students who do not attend class on a daily basis. 	<ul style="list-style-type: none"> • Attendance Monitoring Record which includes student’s number of absences, parental contact, familial special circumstances • Attendance/truancy letters • Support provided to families in need • Closely work alongside teachers to provide student and parent support ultimately increasing individual student attendance • Communicate and collaborate with the parents to receive necessary resources 	<ul style="list-style-type: none"> • Attendance Team members (Principal, Asst. Principal, Administrative Assistant, School Counselor, Parent Liaison) • Time • Attendance presentations during faculty or curriculum meetings; P.T.A. meetings; Parent Involvement Day • Ink, toner for printer • Xerox paper, envelopes with

Commitment 3

		<p>to increase their child's attendance</p> <ul style="list-style-type: none"> • Collaborate with caseworkers from Child Protective Services (CPS) and/or authorities when necessary 	<p>name of school and address</p> <ul style="list-style-type: none"> • Postage stamps and funds to send letters certified/return receipt when necessary
<p>School Attendance Awareness for Parents</p>	<p>Inform parents of their responsibilities during Meet and Greet Night, P.T.A. meetings (in-person or ZOOM video conference), and Parent Handbook which are:</p> <ul style="list-style-type: none"> • Send their child to school daily by 8:20 A.M.; arrival beyond 8:45 A.M. is considered late; • Inform school of absences in advance; • Send an absent note to school upon their child's return to school; • Collaborate with school to resolve any attendance matters that may arise; be available to attend meetings and/or via ZOOM (videoconference) regarding attendance. • Impart knowledge upon parents regarding the adverse effects of 	<ul style="list-style-type: none"> • Increased and/or consistent communication with their child's teacher • Collaboration with School Counselor and/or Parent Liaison • Increased attendance rate of their child • Present for meetings with Teacher, School Counselor, Parent Liaison, and/or building administration when appropriate 	<ul style="list-style-type: none"> • Administration support • School Counselor, Parent Liaison, and teaching staff • Blackboard Connect calls from the Principal regarding daily attendance • Expectations for student attendance communicated in Parent Handbook • Attendance presentations during P.T.A. meetings; Parent

Commitment 3

	<p>absenteeism, our policy, and expectations.</p>		<p>Involvement Day</p> <ul style="list-style-type: none"> • Copies of Absent Note form
<p>Foster Student Accountability of Attendance</p>	<p>Inform students of their responsibilities:</p> <ul style="list-style-type: none"> • Attend school daily and arrive on time and/or log into Schoology for distance learning on time; • Will receive a late pass at 8:45 A.M. and beyond; • Bring an absent note to school upon return from being home or email the note to the teacher; • Complete missed assignments, assessments, and/or make-up work. • Impart knowledge upon students regarding the adverse effects of absenteeism, our policy, and expectations. 	<ul style="list-style-type: none"> • If a student arrives to school late five or more times the parent will receive a letter from administration. • Reward students with perfect and/or near perfect attendance (less than 2 absences) during our student recognition assemblies. • Monthly perfect attendance recognition – bulletin board with student’s picture or announce the students via public address system; in the case of distant learning send e- 	<ul style="list-style-type: none"> • Parental/familial support • Administration support • Teachers • School Counselor, Parent Liaison • Attendance Assemblies

Commitment 3

		<p>blasts of the students.</p> <ul style="list-style-type: none"> • Monthly class attendance contests – the class with the highest percentage of attendance wins a prize such as but not limited to an ice-cream party, pizza party, virtual dance party, lunch (in-person or virtual) with administration, School Counselor, or other staff member of choice. 	
<p>Attendance Interventions</p>	<ul style="list-style-type: none"> • Phone calls - (2 – 4 consecutive days or 2 per week): Teachers must call the parent. Teacher will refer the student to meet with our School Counselor or Parent Liaison • Phone call and attendance letter (5 – 8 days absent): Must call the parent and truancy letter sent explaining the student has missed five days of school; discuss the importance of daily attendance; 		<p>2 – 4 absences: Teacher must call and request parent to complete absent note Teacher must E-mail School Counselor</p> <p>5 – 8 absences:</p> <ul style="list-style-type: none"> • Teacher must E-mail school counselor

Commitment 3

	<p>parent will be encouraged to meet with the teacher, School Counselor, and/or Parent Liaison to discuss concerns regarding attendance</p> <ul style="list-style-type: none"> • Phone call, certified letter, and meeting (9 – 14 days absent): Parent will receive a call from the school informing them their child has missed seven days of school. A certified letter will be sent home requiring the parent meet with the school counselor. They will discuss recommendations to facilitate an increase in attendance (possibly create an attendance contract) • Parent meeting required (15 or more absences): to address factors contributing to absences • 		<ul style="list-style-type: none"> • School Counselor and/or Parent Liaison must call parent • Truancy letter sent by Asst. Principal • Absent note required if not previously submitted <p>9 – 14 absences:</p> <ul style="list-style-type: none"> • Phone call – School Counselor or Parent Liaison • Certified letter – sent by Asst. Principal • Meeting – School Counselor and/or Attendance Teacher (Asst. Principal if necessary) <p>15 or more absences:</p>
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Commitment 3

			Assistant Principal (Principal will meet if necessary)

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	I am aware how attendance is connected to academic success and prepares me for college and career readiness	70% agree
Staff Survey	I am aware of the how the attendance policy assists with monitoring student attendance and maintaining accurate records	70% agree
Family Survey	I understand the importance of sending my child to school on a daily basis.	70% 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.
Decrease the number of students who miss 10 or more days during the year by 50%
Decrease the number of absences of SWDs by 12%
Decrease the number of absences of Hispanic students by 10%

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 commit to a welcoming and affirming environment for the Rebecca Turner Elementary School community.</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>At Rebecca Turner, we believe the safety of all students is paramount for an effective learning environment. Rebecca Turner continues to make progress words achieving a safe and effective learning environment by implementing PBIS, Character Education, Social Emotional Learning, and an Anti-Bullying Campaign.</p> <p>This commitment aligns with the following Superintendent's Action Goal: Holistic Student Wellness & Success: The MVCSD will begin to develop now, and implement by the opening of the 2022-2023 school year, a comprehensive plan to support the social/emotional needs of all students. This will include anti-bullying education, mindfulness, restorative justice and conflict resolution programs.</p> <p>This commitment is important to re-establish the norms and routines for the Character Education Program and Positive Behavioral Interventions and Supports). The teams will meet monthly to analyze behavioral data to generate patterns and trends that can be used to develop action plans to improve Tier I, II and III supports. This commitment is also important due to the following:</p> <ul style="list-style-type: none"> - Compliance with NYSED and ESSA Plan for implementation of Social Emotional Competencies and mental health supports for all students and adults. - According to the 2019-2020 DTSDE Student Survey Results, 42% of students feel bullying is an issue.

Commitment 4

- According to the 2019-2020 DTSDE Parent Survey Results, 15% of parents feel students threaten and bully each other.
- 2019 Fall Benchmark of Quality Survey indicates improvements needed in faculty commitment and data analysis.
- Attention needs to be given to students returning from remote learning to ensure they successfully transition back into the school building.

According to the 2019-2020 DTSDE Student Survey Results, 42% of students feel bullying is an issue.

According to the 2019-2020 DTSDE Parent Survey Results, 15% of parents feel students threatened and bully each other.

Increase bullying awareness, prevention and intervention activities by 25% to promote a safe learning environment.

By June 2021, 100% of adults and students will be introduced to Social Emotional Learning (SEL). Teachers will incorporate SEL practices in classroom instruction for 30 minutes/week.

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?
Health & Safety Team Meetings	They will meet to review safety drill procedures and emergency drill procedures held at the school. The safety team leader and/or representative will keep the faculty informed on safety policies and procedures at faculty and curriculum meetings.	Quarterly, team members will review safety drill data, current procedure and staff/ student feedback to determine if procedures are being followed effectively.	Quarterly meetings will be held. Minutes will be kept and shared with staff. The team will be representative of the various grade levels, staff, and community members.
Social Emotional Learning	The leadership team will implement the five components of Social Emotional Learning with the school community. The team will collaborate with the support staff will determine adequate progress in Bullying awareness activities through assemblies, school-wide activities, targeted student intervention and support groups, hot spots, community referrals, DASA referrals, classroom presentations, and parent workshops.	The leadership team will determine adequate progress towards SEL goal. This will be measured by administrator walkthroughs, discipline referrals, suspension data, staff and student feedback. Research online videos/activities for students/staff/parents related to SEL, Bullying and character education	This will be measured by administrator walkthroughs, discipline referrals, suspension data, staff and student feedback.

Commitment 4

<p>Anti-Bullying Campaign- No Place for Hate</p>	<p>The school leader in collaboration with the support staff, Dignity for All Students Act (DASA) team and No Place for Hate Committee will conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes.</p>	<p>The leadership team will determine adequate progress towards SEL goal. This will be measured by administrator walkthroughs, discipline referrals, suspension data, staff and student feedback. Research online videos/activities for students/staff/parents related to SEL, Bullying and character education</p>	<p>Lesson Plans School-wide assemblies Quarterly Parent workshops PTA meeting minutes</p>
<p>Continuation of Character Education</p>	<p>The school leader and school counselor will hold a school-wide assembly for all stakeholders to re-establish routines for the character education program which is designed to improve students' social/emotional wellness and developmental health.</p>	<p>The leadership team will determine adequate progress towards SEL goal. This will be measured by administrator walkthroughs, discipline referrals, suspension data, staff and student feedback. Research online videos/activities for students/staff/parents related to SEL, Bullying and character education</p>	<p>Character Education lesson plans School-wide assembly.</p>

Commitment 4

<p>Continuation of Positive Behavioral Interventions and Supports (PBIS)</p>	<p>The school leader in collaboration with the PBIS Team will review data on a monthly basis to identify areas of concern and provide feedback to teachers, staff, and parents at scheduled faculty meetings, and parent workshops.</p> <p>The PBIS Tier II Team will meet monthly to strengthen Check-in/Check-out (CICO) and Social Skills Instructional Groups (SAIG) to target struggling students.</p>	<p>Bi-yearly the PBIS team will complete the Benchmark of quality review to ensure PBIS tier 1 is being implemented with Fidelity. The school will receive a mark of 75% or higher.</p> <p>The PBIS Tier II Team along with the school leader will analyze the check in check out data monthly.</p>	<p>PBIS Tier II meeting Minutes</p> <p>Eagles of the Week</p> <p>Eagle of the Month</p>
<p>Orientation and Transition Plan</p>	<p>The school support staff will conduct a series of parent workshops and student check ins related to students transitioning back to in person learning. During these workshops, parents and students will learn strategies to develop a positive school concept that will lead to academic and social emotional success.</p>	<p>The school counselor will do weekly check-ins with the attendance team to ensure students are attending. The school counselor will also check in with the classroom teachers to ensure that the student is transitioning smoothly.</p>	<p>Parent and student workshops</p> <p>PBIS Tier II check in Check out</p> <p>Utilizing support staff (attendance team, school psychologist)</p>

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 happy to return in person learning and feel that my school has been successful in bringing students back.	75% yes
Staff Survey	Students have adjusted to the return to in person learning and are adhering to school polices. 100% of students and staff with be introduced to the Social Emotional Learning Competencies.	95% yes
Family Survey	My child (children) has adjusted to in person learning and has had a successful and safe return to school.	80% yes

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

Data for PBIS tier 2 and tier 3 referrals will decrease from September to June.

Participation in school wide activities will increase from September to June.

Students being recognized positively in PBIS will increase from September to June.

Suspensions and discipline referrals will decrease when compared to the last complete in person school year (2018-2019).
Data may be compared between September 2019 - February 2020 to September 2021 – March 2022

According to the 2019--2020 DTSDE Student Survey Results, 42% of students feel bullying is an issue.

According to the 2019--2020 DTSDE Parent Survey Results, 15% of parents feel students threatened and bully each other.

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	Tier 1 with strong evidence
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We commit to striving for high expectations and implementing a rigorous curriculum. Rating: Meets WWC Standards Without Reservations

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If 'X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Jamal Doggett	Principal
Thrusha A. Henderson	Assistant Principal
Jeanne Casino	Teacher
Melissa Sansotta	Special Education Teacher
Josephine Kirkland-Hudson	Social Worker
Lisa Panton	PTA President, Parent
Kayan Robinson	Parent

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		
May 12, 2021			x	x		
May 17, 2021			x	x		
May 19, 2021					x	
May 24, 2021					x	
May 26, 2021					x	
June 1, 2021			x	x	x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

N/A

Equity Self-Reflection

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

Since our school is not a CSI or TSI school, we were not required to complete the self-equity section. However; we used some of the language from the Equity Self-Reflection to identify our commitments.

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.