



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Mt. Vernon City School District	Graham School	Pre-K - 8

Collaboratively Developed by:

The Graham SCEP Development Team

Dr. N. Hunter – McGregor, Principal

Mr. M Raimondi, Asst. Principal

Mrs. A. Strozza, Special Educator & Title 1 Coordinator

Mrs. R. Colucci, Educator Grade 6

Mrs. S. Milani, Educator Grade 2

Mr. M. Jernegons, Special Educator, Union Rep

Mrs. I. Calvo, Music Educator

Ms. Falisten Khalil

Abigail Campbell, 4th Grade Student

Jake Smith, 4th Grade Student

Thurman Edwards, 5th Grade Student

Aaron Padilla-Diaz, 5th Grade Student

Lamar Lawrence, 6th Grade Student

Ruben Gonzalez, 6th Grade Student

Yoanna Labastida, 7th Grade Student

Alaa Farea, 8th Grade Student

Alma Perdomo-Reyes, 8th Grade Student

Tahbane Henderson, 8th Grade Student

Justin Changoor, 8th Grade Student

And in partnership with the staff, students, and families of Graham School.

Guidance for Teams

Template

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

Commitments and Strategies

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

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

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

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

Resources for the Team

NYSED (New York State Education Department) Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>The stakeholders at Graham School commit to maximizing instructional time during the academic day through data-driven instruction.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>This commitment is in direct alignment with our vision of significantly closing the achievement gap which has been identified through our collection of ongoing assessments. In collaborating with students, teachers, and stakeholders it is apparent that instructional time must be maximized to reach the desired outcome of our vision.</p> <p>The MVCSD (Mount Vernon City School District) has identified goals of all student achievement that each school is responsible for meeting. Meeting those goals aids the district in meeting the district wide goals. For us to meet our identified goal, closing the student achievement gap is a must.</p> <p>This commitment is directly influenced by the "How Learning Happens" document and the student interviews. Teachers that use data to inform and maximize instruction are creating a meaningful learning environment because utilizing the data helps to create a culture of learning that is relevant to each individual student. During the student interviews, many interviewees voiced their concerns. By maximizing instructional time through data, teachers will have the opportunity to adapt the curriculum to allow students sufficient time to comprehend and complete the work.</p> <p>After careful review of our schoolwide student data, most of our students were 1 or more grade levels below their current grade level. We feel that maximizing the amount of instructional time using data to address and meet the needs of our students is imperative to meet our goals set by the district and ourselves as well as ensure students success in current and future academic years.</p> <p>This commitment is in direct alignment with the other one because addressing the social and emotional learning needs of our students is imperative to the success of achieving this goal. Students need to be comfortable in their learning environment to become fully engaged learners.</p>

Commitment 1

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?
Monitoring Time and Attendance	Regular monitoring of student and staff attendance will be conducted by administration. Monthly memos will be sent out to staff making them aware of their attendance record. Progressive discipline by administration will be implemented to address excessive lateness/absence. Teachers will monitor student's attendance daily. Parents/guardians will be contacted for students absent 2 or more days without documentation stating a reason. Progressive actions will be implemented for students exhibiting patterns of excessive lateness/absence. Accurate records will be kept throughout the year to monitor progress for both staff and students.	In order to maximize instructional time, both students and staff need to be present.	<ul style="list-style-type: none"> • District and building level incentives will be provided to staff members who exhibit exemplar patterns of attendance. • All staff will be held accountable to exhibit positive patterns of attendance and progressive discipline will be implemented. • Building level incentives/celebrations will be provided for students exhibiting patterns of good attendance. • A building level system will be put in place ranging from the classroom teacher,

Commitment 1

			guidance counselor, and administration to monitor and support students exhibiting patterns of concern.
Commitment to Data-Driven Instruction	Maintaining accurate records of assessments on the school data tracker, iReady Data Review, Progress Monitoring, Checklists, Academic Reports, Pre-Assessments. Administer BOY (beginning of the year) (beginning of the year), MOY, and EOY (iReady, Dibels) assessments to monitor student progress and adjust delivery of instruction. AIS (Academic Intervention Services) Specialists will provide push-in and/or pull-out evidence-based interventions to Tier 3 students based on data and research-based approaches. Continues Improvement Cycle – five times per school; identify need, develop strategies, implementation of the strategies and evaluate.	Administration will ensure that all classroom teachers will update and maintain their district designed data tracker. Administration will support teachers with the implementation of BOY, MOY, EOY assessments and provide time for staff to analyze student results and collaborate to implement plans of action as needed. When implemented with fidelity, student scores should reflect an increase between BOY, MOY, and EOY assessments.	<ul style="list-style-type: none"> • IReady • Dibels • Data Tracker • RTI (in classroom differentiation, interventions, and monitoring), submitting students through the RTI process for Tier 3 interventions. • District provided Professional Development through My Learning Plan. • Personal Improvement Plan (PIP) for Tier 2 students
Reader’s and Writer’s Workshop	Use of Rubrics, Anecdotal notes, One-to-One Conferences, Running Records, Culturally Responsive Texts, Independent Reading, Shared/Partner Reading, analyzing formative and summative data	Students (inclusive of ELL and SWD) should demonstrate an improvement in both reading comprehension, fluency, and writing. Teachers will assess student progress via	<ul style="list-style-type: none"> • Staff will be provided with ongoing Professional Development and coaching in Reader’s and Writer’s Workshop

Commitment 1

	<p>to plan next steps, Professional Book Study to support independent reading. Ongoing Professional Development and training, teacher collaborations across the grade level and grades.</p>	<p>provided rubrics and teacher generated assignments.</p>	<p>to ensure implementation of the program with fidelity.</p> <ul style="list-style-type: none"> • Resources to support Readers and Writers workshop. • Block scheduling • Units of Study • A schedule that includes conferring and small-group work.
<p>Academic Goal Setting for Students</p>	<p>Set goals at the beginning of each Marking Period, Conferences every 5 weeks discussing progress towards goal. Specialists will meet with classroom teachers to review student performance data and collaborate on goal-settings for students.</p> <p>Teachers will create personal improvement plans for all students based on review of data and assessments.</p>	<p>Students (inclusive of ELL and SWD) will continue to use their agenda/planner to create and track their own personal learning goals, establishing weekly goals and time for students to reflect on whether they met their created goal.</p> <p>Students inclusive of (ELL and SWD) will receive push in/pull out services from their providers as determined by the BOY and MOY assessments, IEP (Individual Education Plan), and NYSELAT. Push in/pull out services will also monitor student academic goals to ensure progress.</p>	<ul style="list-style-type: none"> • Agendas, • Lesson Plans, • Assessment Data • RTI Data, • Reading Levels • Time allotted for writing personal improvement plans. • Conference Time

Commitment 1

<p>Master Schedule that minimizes movement and maximizes instruction.</p>	<p>Students (inclusive of ELL and SWD) will receive instruction in a block scheduling form consisting of 2.5 hours per day of ELA/Math (Elementary). Middle School students will be on a modified 1.5 periods for ELA/Math/Living Environment per day. The bell schedule will also be shortened in Middle School from 2 minutes to 1 minute, thus creating an additional 45 minutes per week of instruction. Teachers will provide a meaningful ending to their daily lessons that allows students to reflect on how well they have achieved the objective and pose questions for clarification.</p>	<p>Teachers will have adequate time to implement all components of the lesson (i.e., whole-group instruction, guided practice, independent practice, small-group instruction, RTI, assessments), all scheduled in 15-minute increment blocks. Writing blocks will be included in the same block as the initial lesson. With the implementation of an additional period every other day for core subjects, will allow the teacher to expand on the lesson, provide small-group intervention and allow to spiral back to concepts not yet mastered.</p>	<ul style="list-style-type: none"> • Both the elementary and middle school schedule is designed to support all these initiatives of increased time on task. • Teachers will be given time to meet weekly to analyze and discuss student data and progress and collaboratively plan interventions, remediations and modifications as needed.
<p>The implementation of school-wide instructional strategies, rubrics, and checklists.</p>	<p>Aligning grade level curriculum mapping to address NYS (New York State) power standards based upon the need of the individual student within the class. Ensure that assessments accurately capture a student's comprehension of selected standards to align appropriate interventions.</p>	<p>Student (inclusive of ELL and SWD) scores should accurately reflect students' abilities. Once students' level is accurately identified, teachers and specialists will implement appropriate</p>	<ul style="list-style-type: none"> • Time for planning and reviewing data will be provided to staff members weekly. • Teachers will create personal improvement plans for all students in their class.

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	<p>Teachers will analyze student data via the data tracker utilizing rubrics and checklists (iReady, Dibels, EnVisions, HMH Collections, Journeys, Engage NY) and district/building created assessments at grade-level and vertical PLC's.</p> <p>Teachers will design lessons around the needs of students and implement effective targeted instructional strategies to close achievement gaps.</p>	<p>strategies to close the achievement gap.</p> <p>Teachers will analyze each student in their class and create a personalized improvement plan. This plan will include strategy-based interventions centered around the individual needs of each student.</p>	<ul style="list-style-type: none"> • Teachers will conference with students and families throughout the year. • Additional training and workshops will be encouraged as well as turnkeying best practices between staff members.
<p>Using Response to Intervention to meet the needs of Tier 1, 2, and 3 students.</p>	<p>Ensure the RTI Process is consistent for all teachers. Administration and the RTI Design Team will analyze end of program data for targeted Tier 2 and Tier 3 students entering grades 2- 6. This data will be used to develop student RTI plans for the 2021-2022 school year.</p> <p>Administration will ensure that all grade teachers use multiple data points (I-ready, teacher created assessments, Dibels, EnVisions, HMH Collections, Journeys) to inform instructional planning for small groups and interventions (RTI).</p>	<p>RTI Team will identify students (inclusive of ELL and SWD) most at risk based on multiple points of assessment. The RTI Team will meet and discuss plans of action and monitor every 6 weeks (about 1 and a half months). Students will either demonstrate an improvement and be moved up a Tier or continue in the RTI process until a root cause is identified and addressed.</p>	<ul style="list-style-type: none"> • Data collection • student portfolios • accurate record keeping • multiple intervention strategies • time to meet and discuss, schedule blocks, modifications made to the academic schedule to allow for more learning in the content areas.
<p>Implementation of AVID (Advancement Via Individual Determination) practices and protocols</p>	<p>Grades K-8 teachers will continue to implement 2 AVID/WICOR Strategies per week. Teachers will be provided and will facilitate ongoing professional development on a minimum of one research-based strategy (inclusive of</p>	<p>Students (inclusive of ELL and SWD) In grades 2-8 will be administered BOY, MOY and EOY AVID Assessments (2-Column Notes and Costa's Level of Questioning). CCIS</p>	<ul style="list-style-type: none"> • AVID Binders • Professional Development • PLC's (Grade Level and Vertical) • Monthly AVID Team Meetings

Commitment 1

	<p>AVID/WICOR at each curriculum and faculty meeting as well as grade level PLC's). Students will be provided time during morning meetings to review and reflect on their notes in their AVID Binders. They will utilize this time to generate clarifying questions in order to assist with comprehension.</p>		<ul style="list-style-type: none">• Agendas• Coaching and Certification Instrument (CCI)
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
Student Survey	I learn from class lessons.	90%
	My teacher helps me when I need it.	90%
	I have access to computers and the internet to do my work.	90%
Staff Survey	I explain each assignments expectations to my students.	95%
	I collaborate with other teachers to ensure student success.	95%
	I regularly use data to identify my students' strengths and weaknesses.	95%
	I am continually learning new skills that improve my teaching.	95%
	Teachers implement plans to achieve our schools' goals.	95%
Family Survey	My child's schoolwork is challenging.	75%
	I am satisfied with the education my child receives in school.	75%
	Teachers are knowledgeable about the subject they teach.	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.

Commitment 1

3-5% increase of students, staff and families strongly agreeing or agreeing with the above-mentioned statements from the surveys.

Teachers will continue to engage their students in rigorous lessons which will include:

- ✓ Utilizing data-driven instruction
- ✓ Interventions within the RTI Process
- ✓ The use of Explicit Direct Instruction and Specially Designed Instruction
- ✓ Newly implemented Reader's and Writer's Workshop will create a *culturally responsive* and equitable learning environment for all.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>The stakeholders at Graham School commit to deepening the connection of students, families, and staff through SEL (Social Emotional Learning) as we reacclimate back to school post COVID.</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>This commitment is in direct alignment with our vision because for students to become fully engaged learners they need to feel comfortable in their learning environment.</p> <p>This emerged as something to commit to because SEL is a major component of student success. Ensuring that students are comfortable when assimilating back into an in-person learning environment is crucial to student achievement.</p> <p>This commitment is directly influenced by the "How Learning Happens" document and the student interviews. Embedding Social and Emotional Learning into the daily curriculum provides students an intentional opportunity to build these skills. During the student interviews, students voiced their worries about next year. Many students were concerned about their health and safety as well as their families, the workload that could affect them socially/emotionally, and the pressures of school and returning to a traditional school environment. By intentionally scheduling time for Social and Emotional Learning, students will have the opportunity to discuss their worries for next year and learn ways to cope.</p> <p>Since COVID-19 has affected the Graham community with unforeseen hardships, loss of loved ones and a total uprooting of the traditional lifestyle, it is important that we have systems and structures in place to address all challenges and needs of our students, families, and staff.</p> <p>Graham School prides itself on fostering a growth mindset and developing well-rounded students. Our staff is aware of the culture population of the students we service and embeds elements of those cultures within our academics and SEL components. In order to do ensure students are well-rounded, addressing the social-emotional learning component will ensure success for all involved.</p>

Commitment 2

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?
Continue to implement social/emotional support through workshops, assemblies, and student activities led by the guidance counselor and support staff.	The Guidance Counselor and Support Staff will reintroduce students to PBIS. PBIS Assemblies will be held quarterly to continuously reinforce positive behavior in school.	Student (inclusive of ELL and SWD) behavior will be acceptable according to PBIS terms.	<ul style="list-style-type: none"> • Time in the schedule for quarterly assemblies
Parent Liaison and staff will design and promote family engagement events linked to learning, including fostering family networks, and providing opportunities to create and review student learning goals.	The Parent Liaison and staff will assist in coordinating Family Math Night, Take Your Dad to School Day, Spring Play, Historical and Cultural Celebrations/Events, STEAM Day, Concerts, Read Across America Week, Spirit Day.	Increased parent involvement and turn-out at school functions and events. Participation at school events will strengthen.	<ul style="list-style-type: none"> • Time in the schedule for planning and preparation • Collection of sign-in sheets to monitor attendance.
SEL Morning Meetings	Teachers will conduct daily morning meetings, which are embedded in the schedule, that address students' social and emotional needs.	Student (inclusive of ELL and SWD) behavior and referrals will decrease as a result of their social and emotional needs being addressed.	<ul style="list-style-type: none"> • Time in the schedule to plan and conduct meetings.

Commitment 2

			<ul style="list-style-type: none"> • Referral Data collected and analyzed.
Anti-Bullying Assemblies	Anti-Bullying Assemblies will be held throughout the year to ensure students' understanding of the negative effect of bullying and how they can help their peers and themselves if they are being bullied.	Students will (inclusive of ELL and SWD) show positive behavior throughout the school year and referrals will decrease as a result of the assemblies.	<ul style="list-style-type: none"> • Time in the schedule to plan and conduct assemblies. • Available funds for presenters
AVID and College and Career Readiness	AVID focuses on being College and Career Ready and having a growth mindset. Staff at Graham will continue to reinforce the importance of having a growth mindset to accomplish personal goals and to stay motivated and confident.	Students (inclusive of ELL and SWD) will start to make gains towards meeting their personal goals.	<ul style="list-style-type: none"> • Build an SEL component into the schedule so students can create and continue to reevaluate their goals.

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	Students do not bully each other or fight in school.	70%
	My belongings are safe from being stolen from school.	50%
	Students are nice to their teachers.	50%
Staff Survey	Students meet behavioral expectations.	70%
	Students do not threaten and/or bully each other in this school.	70%
	Students treat staff members with respect.	70%
Family Survey	Students do not threaten and/or bully each other in this school.	70%
	My child is accepted in this school.	90%

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

3-5% increase of students, staff and families strongly agreeing or agreeing with the above-mentioned statements from the surveys.

All stakeholders at Graham School commit to ensuring that the students (inclusive of ELL and SWD), staff and families feel safe and respected in school.

- ✓ Continued daily Morning Meetings to address SEL
- ✓ PBIS (Tiering Interventions according to student needs)
- ✓ Career and College Readiness
- ✓ Anti-Bullying Assemblies
- ✓ Community and School Engagement Days
- ✓ AVID (i.e., Successful Student Activity, Positive Affirmations, Growth Mindset)
- ✓ Support Staff Check-Ins with identified and targeted students

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team’s Process

Background

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

Team Members

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

Name	Role
Dr. Natasha Hunter-McGregor	Principal
Mr. Mark Raimondi	Assistant Principal
Mrs. Annabelle Strozza	Title 1 Coordinator/SPED
Mrs. Rita Colucci	6 th Grade Teacher
Mrs. Dianne Albin	Reading Specialist
Mrs. Sherry Solomon	ENL – Early Childhood
Mrs. Stephanie Milani	2 nd Grade Teacher
Ms. Falisten Khalil	Parent

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/18/21				x		
5/19/21						
5/20/21	x		x		x	
5/21/21			x		x	
5/24/2021				x	x	
5/25/2021					x	
5/26/2021					x	

Learning As A Team

Directions

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

Student Interviews

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

The student interview process was imperative to inform the team's plan. The team was able to sit with a diverse number of students and the information the students provided directly related to the commitments that were put in place. Students were concerned with both their academics and their social/emotional behavior. Students were specifically concerned with returning to a traditional school environment and the status of COVID-19 as well as the workload. This information led the team to generate commitments that reflected the student concerns.

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.