School Comprehensive Education Plan
2022-2023

District	School Name	Grades Served
Mt. Vernon	Nelson Mandela/Dr. Hosea Zollicoffer	K-8

Collaboratively Developed By:

The Nelson Mandela/Dr. Hosea Zollicoffer SCEP Development Team
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Alex Rodrigues

And in partnership with the staff, students, and families of
Nelson Mandela/Dr. Hosea Zollicoffer

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?	It is our goal at NMHZ to incorporate intentional teaching of social emotional learning goals that focus on students' SEL growth, engagement, and emotional wellbeing.
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?*	SEL programs in schools teach students how to make decisions, solve problems, make goals and reach them, cooperate with others, focus, practice empathy, and handle emotions. The Nelson Mandela/Dr. Hosea Zollicoffer is committed to producing lifelong learners that are college bound, career ready, and are able to compete in a global society. Achievement today for an exceptional tomorrow. To provide a stimulating environment which fosters a love of learning, promotes independent learners, produces responsible citizens, and interacts with the community to develop each child's potential and self-esteem. Our mission, in partnership with families and our community, is to provide each student a quality education in a safe and nurturing environment. Promoting our mission, in accord with a SEL structured focus, is important now more than ever because it helps our young scholars heal and grow in their mental wellness. Based on student interviews and on the social emotional climate of the school, students are wanting to get back on track with their studies as well interacting with their peers.

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 theme	Monthly theme will be announced and will be addressed throughout the month; Themes- responsible, Integrity, safety, exceptional, honesty, respectful, cooperation, service, effort, accountable	Student of the month/class based on the theme	Research, certificates, tickets
Dedicated time to address SEL implemented into the schedule	Scheduling time for staff to address SEL 5 SEL competencies to address- CASEL framework -self-awareness -self-management -responsible decision making -relationship skills -social awareness	Implementation of PBIS (proactive instead of reactive, and reinforcing positive behavior Use of PBIS strategies in the classroom by all teaching staff Character trait of the month (relates to SEL competencies) Teachers teach character trait lesson/activity once per week in the morning such as during breakfast or designated meeting time	**Time available** **Curriculum** **Administrative support** **PBIS Team monthly meetings to foster the implementation of PBIS in or school along with administration** **PBIS training for staff conducted by PBIS Team**

		Students using strategies to self-monitor, mediate, or conflict resolution taught by teaching staff, School Counselor and other support staff PBIS Referral process adhered to by all staff: Minor Referral Discipline form, Major Referral Discipline form; Cafeteria/Recess Discipline Referral form Suspensions monitored	**PBIS assemblies beginning in September** **Anti-Bullying assemblies** **School Counselor – the following are examples of support but not limited to: push into classes for SEL activities/lessons; "Lunch Bunch" groups; conflict resolution; character trait activities shared with teachers; provide resources to teachers and/or parents** **Parent and Student Handbook** **Code of Conduct – in addition to expectations, rules, and consequences it will include PBIS information and character traits of the month**

Support staff push in	Scheduling, enlisting the help of support staff, incorporating PBIS committee	Referrals monitored	**Enlisting help of support staff**
Assemblies/guest speakers	Researching programs available and methods to implement, i.e.. Virtual, in person, etc...	Surveys-BOY, MOY, EOY	Funds, volunteer work

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 have areas that I need to improve upon in order for me to feel like a good member of our school community and home community; I am able to regulate my emotions in difficult situations; I know strategies to make decisions; I have positive relationships with my peers; I have positive relationships with my family members	80%
Staff Survey	What SEL "themes" do you feel are most important to address; is enough time being spent on addressing SEL; what supports would you feel would be most beneficial to support SEL; what additional materials are needed to support SEL	100%
Family Survey	My child has areas that need to improve upon in order for them to feel like a good member of our school community and home community; My child is able to regulate their emotions in difficult situations; My child knows strategies to make decisions; my child has positive relationships with peers; my child has positive relationships with family members	80%

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

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

-suspension monitoring
-referral monitoring
-BIP/FBA monitoring
-survey results

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to effectively implement a relevant and cohesive, literacy-based curriculum across all content areas.
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?*	Literacy skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. At Nelson Mandela/Dr. Hosea Zollicoffer it is our mission and commitment to produce lifelong learners that are college bound, career ready, and are able to compete in a global society. Achievement today for an exceptional tomorrow. We believe our young scholars need literacy in order to engage with the written word in everyday life. Being able to read and write means being able to keep up with current events, communicate effectively, and understand the issues that are shaping our world. It is equally important for our school to be aware of our diverse student body and implement a culturally relevant curriculum that reflects our population. One way we are implementing this is through our Scholastic Literacy comprehensive K-6 program. This program offers whole-class, small-group, and independent learning instruction with authentic and culturally relevant literature, integrated writing, and digital resources.

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?
The implementation of culturally responsive literacy program	Mandela will continue to implement the Scholastic reading & writing program by enhancing the reading portion through a culturally responsive teaching. Teachers engage students in culturally relevant and diverse topics to deepen critical thinking skills. Teachers will selectively choose texts that will promote cultural awareness and understanding. Mandela team will commit to implementing the Scholastic book club and thus provide students with a variety of reading experiences. Students will have an opportunity to choose topics of their own interest, improve their reading stamina, write about reading, and engage in small group discussion. Differentiated, guided reading, small group instruction will be	Beginning of the year data will be collected and shared during the PLC meetings to drive the reading instruction. IReady and DIBLES, middle of the year and end of the year reading data as well as monthly reading assessments will enable us to differentiate instruction. State assessment	All instructional staff Scheduling committee Specifically assigned classrooms for RTI teams, PLC meetings and PD opportunities PD budget for continued Scholastic Literacy coaching PD budget for ENL instructional staff

	monitored and improved by frequent PD opportunities delivered by the Scholastic coaches based on individual teacher's needs. Teachers will continue to have support from the district, PD committee, reading specialists, ENL and resource room teachers for guidance on how to choose culturally diverse texts, improve reading instruction and thus align it to one of our building's annual goals.		on culturally responsive teaching
Systematic implementation of the Scholastic writing program	Mandela will enhance the writing portion of the Scholastic reading & writing program by continuing to improve the balanced literacy framework as a nonnegotiable component of our writing block. Monthly curriculum meetings and in-house PD hours will continue to be used for the refinement of this goal. During these monthly meetings different components of process writing will be discussed and modeled. Reoccurring professional development will be offered to illustrate best instructional practices. Teachers will participate in small group hands-on activities focusing on specific aspects of the process writing.	Daily quick writes as suggested by the Scholastic writing component Daily exit tickets Scholastic end of the unit writing pieces Student writing samples analyzed during the PLCs State assessment	All instructional staff Scheduling committee Specifically assigned classrooms for RTI teams, PLC meetings and PD opportunities PD budget for Scholastic

	Teachers will continue to have support from the district, PD committee, reading specialists, ENL and resource room teachers for guidance on how to improve their writing instruction.		
Math	Our school will continue to use "Envisions", math program. Frequent classroom walkthroughs by the administration will be used as a tool to share best instructional practices among the instructional staff. Math RTI sessions will be dedicated to math intervention strategies. Teachers will have an opportunity to partake in vertical team planning and thus gain deeper insights into individual student needs. In addition, all instructional staff will be provided by specific math P.D. workshops aligned with their instructional needs.	Exit tickets Data tracker Weekly and End of unit assessments State assessment	**Budget for Math supplies and enrichment**
RTI initiative	The administrators and staff will continue to implement and support the district wide RTI initiative. The RTI team will meet weekly to provide more time for student cases to be discussed and to increase parent involvement. The focus will be on bridging the gap between the formal RTI meetings and CSE expectations with the aim of	IReady DIBLES Teachers' daily informal observations and conferences	**Budget for small group instruction PD** **PD for reading specialists for specialized instruction**

	refining the quality of gathered data. Two administrators, RTI chair, speech pathologist and the social worker will be meeting monthly to discuss the challenges and offer solutions. The team will continue to meet in 2021/22 school year with a more refined agenda and actionable steps. All students will continue to engage in both ELA and Math RTI blocks and will have access to high levels of quality intervention strategies provided by various staff members. Differentiated instruction will be evident during the RTI periods. Small group instruction will be data driven and frequent progress monitoring will allow for precise data interpretation. The school will offer a variety of PD workshops aligned with the professional assessment needs throughout the year to enhance the quality of RTI instruction.		
PLC vertical planning	PLC teams will utilize time effectively by offering frequent vertical team planning time, providing meeting agendas, and establishing specific meeting goals. PLC's goal should be reached by the end of the meeting, and a new agenda should be proposed for the	State assessments monthly, end of the unit formative and summative assessments	Specifically assigned classrooms for PLC meetings and PD opportunities

	following PLC meeting. PLC members should analyze and discuss student work samples, review and analyze student data, plan the instruction, and identify and target interventions. Additionally, specific time slots should be dedicated to the child study and drive discussion based on individual student's data and needs. PLC teams will meet continuously to discuss and monitor the use of student data to drive instruction and student achievement. Research based intervention and instructional programs aligned with The Next Generation Standards and Common Core Standards will be used to facilitate higher level thinking skills. In order to monitor student academic growth, administration and teachers will frequently use appropriate state assessments, monthly, end of the unit formative and summative assessments as well as I-Ready data, DIBELS, and local assessments to drive the instruction and planning.	i-Ready data, DIBELS, Local assessments	

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 enjoy Book clubs at my school because I can read books that are about characters I can relate to. Instructional materials teachers use at school help me see people of many races, cultures, religions and genders. I understand the strategies teachers show me during small group work.	80%
Staff Survey	I have the resources to engage students in culturally responsive instruction. PLC meetings provide me with the opportunity to understand data and modify my instructional practices. Professional development opportunities are aligned with my instructional needs and school's instructional focus.	90%
Family Survey	The school's policies and programs reflect, respect and value the diversity of the families in the community. I understand teacher's feedback about my child's academic needs. I feel comfortable supporting my child with reading and math at home.	80%

Commitment 2

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 diverse book selection to mirror student body. I-ready Math assessment scores will increase by 10%. I-ready ELA assessment scores will increase by 10%. State assessments will reflect an over-all increase in Math and ELA performance.

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? *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?*	

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 (e.g. % agree or strongly agree)
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? *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?*	

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 (e.g. % agree or strongly agree)
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: n

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

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

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

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

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

X ☐ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	
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
Michael Vicario	Principal
Thrusha Henderson	Assistant Principal
Michele Battista	Teacher
Jelena Chiltern	ENL Teacher
Susan Iannuzzi	SPED Resource Teacher
Ron Limato	Teacher Assistant
Jon Bagwell	School Counselor
Sandra O'Connor	Parent Liaison
Sakai Brown	Parent
Alex Rodrigues	Student

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
5/16/21	X	NA				
5/23/21		NA	X	X		
5/30/21		NA	X	X	X	
6/1/21		NA		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
At NMHZ we are cognizant that student voice acknowledges that students have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape their own education. It is our belief that our students voice allows students to share who they are, what they believe in, and why they believe what they do, with their peers, parents, teachers and their entire school. This enables students to step up their civic engagement, realizing that they can make a difference in their lives and the lives of others. It was this mindset that empowered our team's collaboration with our student community to gather our student's perspective, through the student interviews, on education as a whole, our school community, and their social and emotional needs as they relate to academia and becoming productive members of society. This collaboration led way to the development of our team's plan and commitments for the 2021-2022 school year.

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.