School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Mount Vernon City School District	Traphagen School	Pre-K to 8th

Collaboratively Developed By:
The Traphagen SCEP Development Team
• **Carol Quinones**
• **Alex Jean**
• **Steph Martino**
• **Megan Carlisto**
• **Jacqueline Zenon**
• **Shane Davanzo**
• **Erica Peterson**
• **Mr. Munoz (parent pending)**
• **Adam Munoz (Student)**
And in partnership with the staff, students, and families of Traphagen

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 2022-23 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 2022-23?	We are committed to helping students and adults build positive relationships to promote a supportive and safe learning environment where students thrive socially, physically, emotionally, and academically.
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?*	This commitment fits into the Traphagen school's vision by addressing social and emotional needs through literacy. Literacy is inherently academic, and this commitment will allow Traphagen to explore social, emotional, and physical needs through an academic lens. This emerged as something to commit to because our students are presenting a need due to the current societal issues. According to the DTSDE Survey, 61% of students are of the opinion that they are not asked to share their thoughts on how to make the school better. According to a school-based survey, 49% of our students are of the opinion that the school does not take into consideration student opinions about changes that should happen in the building. The "How Learning Happens" document influenced this commitment because when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom. The Equity Self-Reflection and the Student Interviews made it abundantly clear that our staff needs support in addressing societal issues that surround our students. This commitment fits into other commitments and the school's long-term plans by allowing students to explore current issues in a safe space, promoting student agency and academic success through speaking, listening, reading, writing and math.

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?
Peer to peer learning opportunities	Using the school's academic power hours and time slots arranged throughout the school schedule, students will have the opportunity to engage in peer-to-peer tutoring	Success will be measured by data collection points (polls and informal observations), recorded observations, and student reflections	Classroom teachers to supervise students Space
Homework Help	Homework help will be offered before school, during lunch/recess, and after school. Students that meet success will be rotated out of the program to provide space for other students who need assistance. In addition, homework support stations will be in the classrooms. Students can visit the support station upon arrival if they are unable to complete their homework at home.	Success will be measured by data recorded by the teacher/counselor regarding students' homework completion.	Staff members Space
Student Safe Space	Students will have a voluntary open forum to talk about social and emotional concerns. This can be done during lunch periods or after school.	Students will submit concerns to the facilitator. At the end of each session students will complete an exit ticket indicating whether their concerns	Staff members Space

		were addressed. This will allow students to advocate for their own needs by bringing their struggles to the forefront of the discussion.	
Staff to Student Mentoring	Staff volunteers will be assigned to a student who could benefit from a mentorship. Staff and students will share interests and likes, with a focus on social emotional well-being as well as academics.	Success will be measured through data collection surveys, informal observations, and anecdotal records (journals, written reflections, et al)	Staff members Space
Morning Meetings	Morning meetings are conducted in each class where each student will set a daily goal. The class will address any classroom related concerns and what can be improved using an open dialogue. Meetings will allow students to have a voice while receiving immediate feedback from teachers and peers.	Observations, academic conduct, and behavior improvement.	Classroom teachers Space
Arts in the Afternoon	After school program addressing all aspects of the arts (dance, art, poetry, music, newspaper, yoga, et al)	Through observations, communication, and student feedback, social and academic adjustments will be made to improve the programs.	Money Staff members Space
Fitness and Wellness Event	A fitness and wellness event (Jump Rope for Heart, Hoops for Heart, et al) that will	Student participation in events will be recorded and	Space Staff members

	promote physical wellness and confidence.	student surveys will offer opportunities for feedback.	

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 feel the staff listen to my thoughts and opinions on matters both in and out of school.	85%
	I feel like I am a valued member of this school.	85%
	I feel that staff support me socially, emotionally, and academically.	90%
	I can be myself at this school.	
	I feel that the school listens to my ideas for changes I would like to see in the building.	80%
		65%
Staff Survey	The school makes sure all students can experience success.	85%
	The school values the work I do to support students beyond the curriculum.	80%
Family Survey	My child feels connected to this school.	80%
	The staff at this school cares about my child.	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 2022-23 school year.
High participation in after school clubs (70% of students stay at least once a week) High participation in morning meetings (90% of classrooms conduct morning meetings daily) High participation in peer-to-peer learning (90% of classes participating in support across grade levels) There will be a positive tone in the building from both staff and students. There will be a positive response from staff and students to the mentoring program.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to building student agency by creating learning opportunities that promote critical thinking. Students will be challenged with rigorous work and learn how to navigate obstacles and access help and support.
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?*	We believe that student agency is critical for engagement throughout the teaching and learning process. When students develop agency, they can navigate obstacles in their learning and learn how to access help and support. When students develop agency it increases their engagement, motivation, and ability or potential to act, influence, or change their surroundings. Students shared in their Student Interview survey that there were limited opportunities for them to engage in critical thinking through dialogue and that they needed additional activities to de-stress, their uniqueness was not being recognized and/or needed strategies to guide their decision making. We believe this commitment is crucial to pursue because student agencies promote student engagement, creativity, and inquiry. Creativity and inquiry are beneficial and encourage students to pose questions, make connections, and share experiences. This foundation increases their knowledge base of content material. Traphagen's student responses in the 2020 Winter Survey ranked curriculum and instruction very highly. The Social-Emotional Learning responses scored poorly in unfair treatment by teachers (38%) and lack of opportunities to communicate.

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?
Create a professional learning community	A professional learning community will allow staff members to work collaboratively on lessons where students are asked to create something using critical thinking skills, overcoming obstacles, and accessing help and support.	Teacher reflections Teacher surveys Student work samples Student reflections Student surveys	Schedule Space Processes Money Individuals
Incorporate SEL activities in the morning schoolwide	Professional Development https://online.inspireteaching.org/ The use of CASEL strategies based on book "Permission to Feel"	Student referral data Suspension data Student attendance data Student reflection data Student surveys	Schedule Space Processes Money Individuals
Involve students in decision making process	Students will be involved in the process of their learning where they are given choices, asked to problem solve and create something using a defined skill set.	End of a unit project Student reflections Student group work Rubrics	Schedule Space Processes Individuals
Students will develop strategies to explicitly model, teach problem-solving skills while learning how to	Students will work in small groups and in partnerships where they will demonstrate how to problem solve, use supports and overcome obstacles; this will present the	Student reflections Student work samples Student rubrics Teacher-made assessments	Schedule Space Processes Individuals

reflect and plan for the next steps in their learning	opportunity to reflect on and identify strategies that help them solve problems.		
Create a professional learning community for parents	A professional learning community will allow parents to participate in workshops that reinforce lessons on critical thinking skills, overcoming obstacles, and accessing help and support.	Teacher/parent check-ins, surveys	Schedule Space Processes Individuals

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 feel the staff listen to my thoughts and opinions on matters both in and out of school. I feel like I am a valued member of this school. I feel that staff support me socially, emotionally, and academically. I can be myself at this school. I feel that the school listens to my ideas for changes I would like to see in the building.	80% 80% 80% 80% 80%
Staff Survey	I have the resources to link the strategies, content, and materials from previous grades to the current grade. I am provided with relevant professional development opportunities. I have time to collaborate and plan with my colleagues. The school values the work I do to support students beyond the curriculum.	80 90 80 80
Family Survey	The parent/guardian feels connected to this school. I, as a parent/guardian, feel like I have input in my child's learning at school.	90 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 2022-23 school year.
Results from the student survey will show a growth mindset and positive outlook as they reflect on the past year.

Teachers' instructional practices will reflect current research-based strategies.

Students will apply a varied skill set to their learning. |

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 2022-23?	We commit to strengthening our ability to provide a cohesive, relevant curriculum.
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?*	We believe as a school that our students need to learn from a developmentally appropriate curriculum that is meaningful and engaging. The curriculum must be rigorous, academically challenging, and cohesive; building on concepts taught from previous grades and allow students to feel connected interpersonally. Literacy skills will be taught through the balanced literacy approach which allows for the gradual release of responsibility for students. The math curriculum will be built on foundational skills scaffolded through the years, allowing students to apply their knowledge to solve problems. The curriculum should encourage students to generate ideas and provide them with the ability to solve problems. As students progress through school, teachers must equip them with the tools necessary to drive their own instruction. Ultimately, students will become independent learners with opportunities for voice and choice in how they work. Every child should be able to see themselves reflected in teachers, leaders, curriculum, and learning materials. (*How Learning Happens*) Half of the students in the school shared in interviews that they felt that their ideas for change were not listened to. 40% felt that the staff did not listen to their thoughts and opinions. Creating a curriculum that encourages independent learning and provides opportunities for voice and choice will give students greater ownership and allow them to be heard. Teachers and parents in the school community expressed that engagement in the curriculum was a concern. On the teacher survey, only 68% of teachers agreed the variety of activities and courses offered in our school keeps students engaged in learning. Additionally, only 3 of 4 parents surveyed shared that their children were

	interested in the curriculum. We believe in creating a relevant and engaging curriculum that fosters critical thinking and allows students to pursue their own studies autonomously. Through analysis of the Equity Self-Reflection, it was evident that teachers recognized the importance of students acting as co-designers of the curriculum. As co-designers, students will become more actively involved in their learning, instruction will be more meaningful, and provide a greater sense of purpose.

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?
Assess student abilities	Administer ELA I-Ready and DIBELs and TRC (K-1) benchmark assessments; progress monitoring; Leveled Literacy Intervention most at-risk; Waterford; CKLA; Raz Kids (A-Z Learning); *Fundations* (K-3), Journeys / Collections benchmark and end of unit assessments to collect and evaluate data to differentiate instruction. Administer Math I-Ready assessment; progress monitoring; and *enVisions* to collect and evaluate data to differentiate instruction. Assessment of small group instruction through checklists, rubrics, standards, skills and strategies templates, and conferencing with students in order to effectively plan next instructional goals based on the data collected. RTI Team will identify students most at risk based on State exam results, iReady, DIBELs, end of unit summative assessment data, and conduct meetings to establish standards, skills, and strategies plan for students.	ELA- 60% of students by the end of 2023 will be on grade-level (tier 1). Math- 45% of students by the end of 2023 will be on grade-level (tier 1). 70% of students will perform at Tier 1 on the End of Year DIBELS assessment for K-1.	Schedule- assessments will be scheduled throughout the year. Individuals- proctors/coverage will be needed during these assessments. Resources- Academic Power Hour and Summer Learning Camp. -Purchase curriculum consumables -Additional Resources- Computers, iPads, and Headphones will be needed for assessments. Schedule- RTI team will meet to identify the appropriate interventions to support students.

	ELL's teacher will identify students' needs and proficiency levels based on the NYSESLAT and NYSITELL data; allocating number of meeting times according to proficiency levels, utilizing *Fundations*, Journeys, Collections, I-Ready and Raz Kids programs for differentiated instruction.	100% of ELL students will raise their proficiency by one level.	Resources- NYSITELL and NYSESLAT data. Programs include: *Fundations*, Journeys/Collections, Imagine Learning, CKLA, iReady, *enVisions.*
Creating a professional learning community	PLCs will be scheduled once per cycle to allow teachers to plan, collaborate, view student work, and share best practices. Classroom teachers will have the opportunity to work with the reading specialists, ENL teacher, resource teachers and speech teacher to review student performance and data and set academic goals for students. Professional development opportunities will be provided to all staff members throughout the year to hone their professional craft.	Consistency across grade-levels and curriculum. Common language must be used in terms of rubrics, checklists, and goals. Common planning documents such as skills, standards, and strategies template. Developing pre and post assessments. Progress will be measured by year-to-year school performance in Dibels, iReady and state exams.	Schedule horizontal and vertical articulation meetings where classroom teachers meet with the grade level above them and the grade level below them. Individuals - there must be coverage available for these teachers to participate in PLCs. Time- set aside in schedule for PLCs to include specialists. Money- • to provide teachers with professional development opportunities.

			• To pay for coverage for teachers to attend PLCs
Establishing Checklists	Students will develop student agency by applying structures and checklists to help them navigate through difficult concepts and self-monitoring their work. Following the lesson, students will follow a routine that includes rereading, checklists, supplemental materials, and peer consultation among other strategies. Students will be presented with common checklists from grade-to-grade to ensure continuity.	Academic progress should be evident through assessments. End-of-year student survey will also reveal if student self-help skills were successful.	Resources- checklists, assessments, supplemental materials, rubrics. Time- students will need time and training on how to be more self-sufficient. Schedule- this needs to be scheduled as explicit instruction. Students also need time during the lesson to implement these strategies.
Co-design of Curriculum / Engagement	Students will reflect on the completion of units across the curriculum. They will provide feedback on the engagement, relevancy, and pace of the unit to help guide instruction of future units. Students will have a voice in choosing content. Students in the lower grades will have an opportunity to choose a topic of interest, with an assessment guided by	Student engagement will increase over time as they actively participate in the development of their curriculum.	Schedule- reflections must be conducted at the end of each unit. Time- to review and revise units based on student reflections.

	the teacher. By the time students reach upper grades, they will have an opportunity to create their own independent project.		
Engage students using technology.	Students will be encouraged to use technology to present information in different ways. Students will be taught digital citizenship and asked to communicate, collaborate, create, and think critically using technology. Students will be given the choice to present information using different technological tools. Students will be exposed to coding, Virtual Field Trips, podcasting, and video creation, among other digital media. Using technology is more relevant and purposeful to students living in a digital age.	Providing students with technological alternatives to "pen and paper" assignments will increase engagement and quality of work.	Resources- Schoology, Office 365, devices (iPads, laptops), headphones.
Instill positivity in students by celebrating their work.	Students will be celebrated for the work that they complete at the end of each unit. Student work will be displayed through celebration events throughout the school year. Students will be invited to share their work, as well as view work accomplished by their peers across grade-levels. Personal, insightful feedback will be required of all participants.	Displaying work will increase the quality of these pieces. Also, seeing the quality of work by their peers will positively impact effort and inspire students.	Schedule- celebration events must be scheduled throughout the year. Include: Superintendent's Reading Challenge. Time- students will need to prepare their work to be displayed.

			Student conferences to give and reflect on feedback. Resources- student work, feedback sheets.

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 feel the staff listen to my thoughts and opinions on matters both in and out of school. I feel like I am a valued member of this school. I feel that staff support me socially, emotionally, and academically. I can be myself at this school. I feel that the school listens to my ideas for changes I would like to see in the building.	85% 85% 90% 80% 65%
Staff Survey	*Results obtained from 2021 End of Year Survey, as part of a three-year plan.* I have the resources to link the strategies, content, and materials from previous grades to the current grade. I am provided with relevant professional development opportunities. I have time to collaborate and plan with my colleagues. The RTI process is clearly stated and functioning in my school.	 85% 70% 70% 60%
Family Survey	*Results obtained from 2021 End of Year Survey, as part of a three-year plan.* My child's work is celebrated at school. The technology at my child's school compares to other districts.	 80% 70%

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 2022-23 school year.
ELA- 60% of students by the end of 2023 will be on grade-level (Tier 1).

Math- 45% of students by the end of 2023 will be on grade-level (Tier 1).

70% of students will perform at Tier 1 on the End of Year DIBELS assessment for K-1.

Results from the student survey will show a growth mindset and positive outlook as they reflect on the past year.

Teachers' instructional practices will reflect current research-based strategies.

Students will apply a variety of technological experience to future endeavors.

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 2022-23?	In 2022-23 we will commit to increasing the level of parent participation in grade level and schoolwide events.
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?*	Past parent surveys indicated that parents would like to have more of an opportunity to be involved in school-related activities. This commitment fits into the school vision because parents are part of the school community, and they contribute to and support the success of their child. This commitment is important to us because our parents play a vital role in the home school connection and building a positive rapport with parents will have a direct impact on their child's performance in school. This fits into the other commitments because our focus is to improve upon the academic and social and emotional well-being of our students.

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?
Parent workshops	Having workshops for families where they can become familiar with their child's curriculum.	Provide parents with surveys about the effectiveness of the workshops	Staff Space
Principal Chats	These chats will be targeted around instruction and addressing the needs of our students	Provide parents with surveys about the effectiveness of these chats	**Staff Space Money**
Classroom reading and writing celebrations	Inviting parents and/or family members in to listen to their child's writing and reading	Provide parents with the opportunity to give feedback on Exit Slips	**Staff Space Money**

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 2022-23 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	This Evidence-Based Intervention will support all four commitments: - We are committed to helping students and adults build positive relationships to promote a supportive and safe learning environment where students thrive socially, physically, emotionally, and academically. - We are committed to building student agency; empowering students to be confident, independent learners, who can think critically, and problem-solve. - We commit to strengthening our ability to provide a cohesive, relevant curriculum. **ADD FOURTH COMMITMENT (COMMUNITY)**

Evidence-Based Intervention

	This strategy supports our commitments by creating opportunities for PLCs to discuss student learning, analysis of data, developing and trying out instructional solutions, and assessing their impact on student performance.

☐ 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
Carol Quinones	Principal
Alex Jean	Reading Specialist/Title I Coordinator
Megan Carlisto	Special Education Teacher
Stephanie Martino	Guidance Counselor
Jacqueline Zenon	ENL Teacher
Shane Davanzo	General Education Teacher
Erica Peterson	Teaching Assistant
Liza Luisi	Parent
Adam Munoz	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
5/23/22			x	x		
5/24/22	X	X	X		X	
5/25/22	X		X		X	
5/26/22			X		X	
5/31/2022		X			X	
6/1/2022		X			X	

Learning As A Team

Directions

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

Student Interviews

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

The team learned that students felt that they weren't recognized for who they were and that they weren't listened to on thoughts and matters both inside and outside of the school. Students also felt they weren't listened to when presenting ideas for change. We included strategies that fostered positivity and social emotional health. Students expressed that they needed more time and strategies to help them complete their work. We included homework help, checklists, and various supports to assist them. They also requested more time to destress. Students will continue to be given time to reflect and share out during Morning Meetings.

Equity Self-Reflection

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

The equity self-reflection identified the areas where growth is needed. Thus, driving the team's plan.

Continue to:

- **Build upon and celebrate the cultural differences that exist in our school community**
- **Give students the tools for self-advocacy so that they feel they are heard and are valued**
- **Implement small group, individual, and whole class lessons to affirm cultural identity**
- **Incorporate and raise awareness about social justice issues into social studies curriculum**
- **Provide exposure to current events through world history, literature and media**
- **Build upon and celebrate the cultural differences that exist in our school community**
- **Provide opportunities for staff to have choice in their learning through the yearlong professional development series provided by the district, specifically those workshops that address diversity, equity, and inclusion**
- **Provide the time and space for staff to collaborate through PLCs, faculty, and curriculum meetings**
- **Invite outside training facilities to provide in-depth training on diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.).**

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. **X** 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. **X** The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. **X** 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 2022-23 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 2022-23 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.