



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Brentwood Union Free School District	Southwest Elementary School	K-5

Collaboratively Developed By:

The Southwest SCEP Development Team

Dr. Karen Kregel	Principal
Stacey Brdey	Assistant Principal
Susan Abate	Math Consultant
Cecilia Chiarelli	Fourth Grade Teacher
Jennifer Di Marco	Math Consultant
Hannah Mc Carthy	ENL Teacher
Jessica Poulous	Special Education Teacher
Lauren Schnal	Special Education Teacher
Nadine Scott	Fifth Grade Teacher
Erica Stoller	Reading Consultant
Laura Symons	Reading Consultant
Kerry Seyda	Parent Member
Lindsay Hackett	Parent Member

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

Guidance for Teams

Template

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

Commitments

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

The team should take the answers to this question and identify 2 to 4 commitments for the 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.

Strategies

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 Team

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

Commitment 1

- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing every student with the tools and opportunity to practice and build cognitive skills while taking ownership of their learning.</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> 	<ul style="list-style-type: none"> • This commitment is valuable to the Southwest community, based on the results of the student, teacher, and family surveys. • Based on the <i>Equity Self Reflection</i> it was ascertained that students need opportunities to be engaged with each other in meaningful conversation that leads to meaningful connections. Students need learning to be engaging, purposeful and relevant; they want to know why. • Supporting students' practice of cognitive skills provides equitable access to an environment that is academically rigorous and intellectually challenging. • The <i>How Learning Happens</i> document reiterates that every child has the opportunity and authority to drive and shape their own learning. • During interviews, students reported they met success because of small group instruction, anchor charts, engaging lessons, technology, and success criteria, indicating that those practices should continue.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Structured collaboration that emphasizes the aligning of Next Generation priority standards into essential cognitive skills and vocabulary to create learning targets and meaningful tasks.</p> <p>Success criteria and feedback models.</p>	<p>Provide structured opportunities for teachers to collaborate regarding the development of learning goals using the Next Generation Learning Standards.</p> <p>Align use of F&P Libraries in guided reading to cognitive processes and vocabulary of the Next Generation ELA Standards (aligning the process).</p> <p>Follow the process of connecting new programs to the standards to ensure that students practice the standards in a rational way.</p> <p>Teachers will unpack standards with the assistance of staff developers, Erick Herrmann and Andrew Rudd.</p> <p>The staff developers will provide specific support ensuring that all teachers are using the same strategies to unpack priority standards and identify the</p>	<p>Universal strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Quantitative checkpoints include Fountas and Pinnell benchmarking assessment (fall and spring, as per district guidelines) and I-Ready math/literacy assessments (fall, winter, and spring) to identify progress in math and literacy skills.</p> <p>Wisdom walks conducted by the leadership team, coupled with actionable feedback.</p>	<p>Schedule grade-level and discipline focused meetings in multiple ways and times.</p> <p>Schedule professional learning opportunities (release time or contact time) and teacher coverage, as necessary.</p> <p>Staff developers to provide professional learning support: Erick Herrmann and Andrew Rudd.</p> <p>Time – Building leaders will work on scheduling with the goal of</p>

Commitment 1

	<p>cognitive skills and essential common academic vocabulary for instruction and developing success criteria/feedback models and aligned, meaningful tasks.</p>	<p>Incorporation of the “<i>Lab Classroom Project</i>,” to foster collaboration amongst teachers through opportunities to visit lab classroom sites and observe/reflect upon successful classroom practices.</p> <p>Teachers' pre-observations and formal observations will incorporate unpacked standards to support student engagement with essential cognitive skills.</p>	<p>ensuring that teachers have common planning time to support the work.</p> <p>Remuneration for collaboration time outside of the school day.</p>
<p>Utilizing the Gradual Release Model, frequent opportunities will be established for students to engage in collaborative learning experiences and discourse.</p>	<p>Provide professional learning and support for teachers to incorporate strategies and models of collaborative learning, success criteria, formative assessment, and student discourse to be intentionally included as part of lessons.</p> <p>Encourage “Teacher Ownership”, by providing collaborative time with standards out in front of them to discuss and create learning goals.</p> <p>Align use of F&P Libraries in guided reading to cognitive processes and vocabulary of the Next Generation ELA Standards (aligning the process).</p>	<p>Universal strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Quantitative checkpoints include Fountas and Pinnell benchmarking assessment (fall and spring, as per district guidelines) and I-Ready math/literacy assessments (fall, winter, and spring) to identify progress in math and</p>	<p>Schedule professional learning opportunities (release time or contact time) and teacher coverage as necessary.</p> <p>Staff developer to provide professional learning support: Erick Herrmann, Andrew Rudd, and Embedded Instructional Coach. Development of expectations around</p>

Commitment 1

	<p>Follow the process of connecting new programs to the standards to ensure that students practice the standards in a meaningful way.</p> <p>Teachers will unpack standards with the assistance of staff developers.</p> <p>The staff developers will provide specific support ensuring that all teachers are using the same strategies to unpack priority standards and identify the cognitive skills and essential common academic vocabulary for instruction and developing success criteria/feedback models and aligned, meaningful tasks.</p>	<p>literacy skills.</p> <p>Wisdom walks conducted by the leadership team, coupled with actionable feedback.</p> <p>Incorporation of the “Lab Classroom Project,” to foster collaboration among teachers through opportunities to visit lab classroom sites and observe/reflect upon successful classroom practices.</p> <p>The embedded instructional coach will be afforded the opportunity to provide teachers with consistent support, amidst the action of teaching and learning. It will promote high-quality instruction and continuous improvement impacting the level of student growth and achievement.</p> <p>Teachers' pre-observations and formal observations</p>	<p>student engagement and collaboration.</p> <p>Practice and professional learning around collaborative learning.</p>
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Commitment 1

		will incorporate unpacked standards to support student engagement with essential cognitive skills.	
Implement Teachers College Writers Workshop to support structured collaboration, small group work, and conferring as well as formative assessment through self-assessment and goal-setting.	<ul style="list-style-type: none"> • Implement the use of K–5 writing units for teachers, based upon grade level assigned. • Provide teachers with additional planning time to support an effective Writer’s Workshop launch. • Plan and implement effective professional learning to support the alignment of the Writer’s Workshop teaching point to the grade level writing standards. 	<p>Wisdom walks conducted by the leadership team gathering data concerning student engagement, collaboration, and conferring that drives actionable feedback</p> <p>Teachers will participate in Teachers College Writer’s Workshop training.</p>	<p>Buy updated TC Writers Workshop Components as needed.</p> <p>Work with TCRWP to plan and implement effective professional learning.</p> <p>Schedule professional learning opportunities (release time or contact time) and teacher coverage as necessary.</p> <p>Remuneration for collaboration time outside of the school day.</p>
Addition of an Embedded Instructional Coach	With the addition of an instructional coach, Southwest’s goal is to enhance instructional capacity and efficacy. The embedded instructional coach will be afforded the opportunity to provide teachers with consistent support, amidst the action of teaching and learning. We	The leadership team and instructional coach will maintain on-going communication throughout the school year to establish and maintain a similar vision for instruction. This	Professional development for the embedded instructional coach, leadership team, and teacher participants.

Commitment 1

	<p>expect that this type of job-embedded support will promote high-quality instruction and continuous improvement impacting the level of student growth and achievement.</p>	<p>will occur through shared professional development, planned conferences, and scheduled opportunities for reflection. During planned meetings, we will review the SCEP plan and Building SWP to ensure that a similar vision of instruction is maintained. The flow of communication will always be two-way, allowing for conversations as needed.</p> <p>Wisdom walks conducted by the leadership team, coupled with actionable feedback.</p>	<p>Building leaders will work on scheduling with the goal of ensuring that the embedded instructional coach has ample time with teachers to support the work.</p> <p>Identify a workspace for the embedded instructional coach fitted with necessary resources/materials to support the work.</p>
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End-of-the-Year Desired Outcomes

Schools 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	6. School leaders and teachers have done a good job using technology to support student learning. (Current 92.1%)	95%
Staff Survey	7. We facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. (Current 94.9%)	96%
	Extra Questions 6. Professional learning is offered to staff in the application of technology for teaching and learning purposes. (Current 80.5%)	85%
Family Survey	7. Our school facilitates teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. (Current 93.7%)	95%

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.

Commitment 1

I-Ready math and literacy. By June 2023, the “*All Students*” group at Southwest Elementary School will equal or exceed 100% median progress towards typical growth as measured/indicated by the 2022-2023 i-Ready Diagnostic end of year assessment in May 2023.

Fountas and Pinnell Benchmark Assessment will demonstrate a year’s worth of growth for those students assessed determined by district guidelines.

Wisdom Walk Data: By June 2023, 80% of classrooms will incorporate instructional practices designed to increase student engagement, collaboration, and discourse.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening social emotional connections among students, families, staff, and the community to create an inclusive, welcoming, diverse environment.</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> 	<ul style="list-style-type: none"> • This commitment is valuable to the Southwest community, based on the results of the student, teacher and family surveys. • In the interviews, students frequently mentioned the value and importance of relationships and social connections between and among students and faculty. • We believe a supportive and equitable classroom environment serves as a platform for all academic and social/emotional learning. • Because social and emotional development has a direct correlation to academic development, we believe supportive classroom environments are fostered through inclusive, relationship-centered, and culturally responsive practices. • We want to continue to have students feel safe and secure while building trusting relationships with adults and peers. • An integral facet of Southwest's vision includes continuing to foster positive relationships within our school and community. • Research supports that teacher burnout is significantly correlated with poorer educational success and less motivation. By providing a wellness space, we acknowledge the correlation between wellness and job effectiveness. Therefore, it has been supported that teachers need a place to reflect and rejuvenate to be able to bring an empathetic environment to their students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide formal and consistent classroom instruction in effective strategies for empathy, problem solving, anti-bullying, and social skills.</p> <p>Include more inclusive curriculum and material.</p>	<p>Establish expectations and structures for delivery of the <i>Second Step</i> program by classroom teachers, special area teachers, psychologist, social worker, and guidance staff.</p> <p>Establish expectations and structures for the use of <i>Community Circles</i> in all classrooms.</p> <p>Provide professional learning for all faculty and staff involved in delivery of the <i>Second Step</i> and <i>Community Circles</i>.</p> <p>Provide SEL/Mindfulness activity books.</p> <p>PD for faculty, staff, and parents by Peaceful Schools.</p>	<p>Monitoring to show that the programs have been successfully implemented to all students.</p> <p>Decrease in school suspensions.</p> <p>Increase in positive office referrals.</p> <p>Track the office discipline referrals by student, event, location, faculty member, time for analysis.</p> <p>Continue with Positive Office Referrals to replace the negative stigma associated with office visits with an opportunity to anchor positive outcomes</p>	<p><i>Community Circle</i> support through Peaceful Schools, Lura Lunkenheimer</p> <p>Professional learning and support as necessary for implementation and continuation of SEL programs.</p> <p>Monetary compensation for teachers who participate in PLCs and professional learning beyond the school day</p> <p>SEL Student Activity Books</p>

Commitment 2

	Provide classrooms with books that are reflective of our diverse students.	for good behavior/academic success. Student survey results.	Purchase books that represent diverse cultures and perspectives.
Establish positive behavioral interventions and support during less structured areas and times.	<p>Establish a PBIS Steering committee to create a framework to support PBIS school wide behavioral expectations.</p> <p>Create training and guidance opportunities for all staff responsible for the supervision of students.</p> <p>Establish a system and structure for tracking behavior issues (office discipline referrals). Parameter will be established with staff.</p> <p>Beginning of the year assembly to introduce building wide expectations. For example, <i>“Southwest students are safe, kind, helpful, respectful, and responsible.”</i></p>	<p>Decrease in school suspensions.</p> <p>Increase in positive office referrals.</p> <p>Track the office discipline referrals by student, event, location, faculty member, time for analysis.</p>	<p>Professional Development provided by PBIS and support as necessary.</p> <p>External Coach Support: Lura Lukenheimer – Peaceful Schools</p>
Ongoing development and implementation of the Sensory Room (Time in a sensory room helps children improve their visual, auditory, and tactile	<p>Establish expectations and structures for delivery for the use of the sensory room by faculty.</p> <p>Provide training and guidance opportunities for faculty.</p>	Ongoing reviews of sensory room use log.	Professional Development support as necessary to provide rational and effective strategies on utilization (ex: not used as an

Commitment 2

<p>processing. Sensory rooms provide a sense of calm and comfort helping students to learn how to self-regulate behaviors, improving focus.)</p>			<p>award system and a taken away). Reinforcement of the use of the tracking tool and how to use some of the equipment if it is unfamiliar.</p> <p>Sensory room equipment and materials.</p>
<p>Create family engagement events to foster and maintain strong connections with the school.</p> <p>Support families in understanding learning goals to create a partnership that has a positive impact on academic achievement.</p>	<p>Welcome Back Picnic, Community Night, Clothing Mall, Star Student, Community Plaza, Winter Fun Night, Parent Information Night, Testing Information Night, Spotlight on Literacy, Etc.</p> <p>SIT Team creates an initial plan and supports a sub-committee to organize, plan, and manage events.</p> <p>Develop a parent sub-committee to assist with organizing, planning, and implementing school wide events.</p>	<p>Tracking the attendance of staff, parents, and students who attend.</p> <p>Parent Square Surveys initiated by the leadership team.</p> <p>Parent participation in grade level/school-wide events.</p> <p>Parent committee participation.</p> <p>Data regarding parent square usage and providing support to those families who have not yet used the ParentSquare platform.</p>	<p>Purchase resources necessary to support the events.</p> <p>All events, will have light refreshments provided to families to create a welcoming atmosphere and sustenance for those who were coming straight from work.</p> <ul style="list-style-type: none"> • Welcome Back Picnic • Community Night • Star Student • Winter Fun Night

Commitment 2

			<ul style="list-style-type: none"> • Parent Information Night • Testing Information Night • Spotlight on Literacy, Etc.
<p>Create a faculty/staff wellness room dedicated to supporting teachers' social/emotional health and well-being, allowing them to reflect, refocus, recharge, and gain a renewed sense of energy.</p>	<ul style="list-style-type: none"> • Discuss with staff to determine what they would like to see incorporated into the wellness room. • Designate an area in the teachers' lounge and transform it into a calming space for teachers. 	<p>Survey the faculty to ascertain the impact of the wellness room on feelings of wellbeing and stress.</p>	<p>Resources for creation of wellness room.</p>

End-of-the-Year Desired Outcomes

Schools 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	3. I see children who look like me in the books we read. (Current 36%)	50%
	5. I feel like a leader in my classroom. (Current 38.8%)	50%
	2. My school takes the time to get to know my parents. (Current 64.5%)	75%
	6. I feel included in all school activities. (Current 70%)	76%
	4. I feel comfortable and safe in my classroom. (Current 80.1%)	86%
	5. I feel like I belong in my school. (Current 82.8%)	88%

Commitment 2

Staff Survey	3. We highlight materials that represent and affirm student identities. (Current 85.9%)	90%
	8. We use resources written and developed by racially, culturally, and linguistically diverse perspectives. (Current 84.2%)	89%
	Extra Questions: 1. Students are given social emotional supports and access to services in order to assist with their challenges. (Current 81.8%)	86%
Family Survey	Extra Questions Section 1. My child is given social and emotional supports to assist with his/her challenges. (Current 81.0%)	86%
	2. Our school fosters close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. (Current 82.8%)	86%

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.

Commitment 2

School Performance Scan Survey -
Student Voice Survey (Grades 3-5)
Family Engagement Survey
Parent/school wide participation in ParentSquare (usage data)
Parent Square Surveys, initiated by the leadership team
PBIS Schoolwide Evaluation Tool
Positive office referrals
Decrease in suspensions
Parent participation in grade level/school wide events
Parent committee participation

Commitment 3

Commitment 4

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.

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	Professional Learning Communities
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment 1: We commit to providing every student with the tools and opportunity to practice and build cognitive skills while taking ownership of their learning.</p> <ul style="list-style-type: none"> Implementation of supported professional learning communities to bring teachers together for increasing effectiveness and quality of instruction. <p>Commitment 2: We commit to deepening social emotional connections among students, families, staff, and the community to create an inclusive, welcoming, diverse environment.</p>

Evidence-Based Intervention

- Implementation of supported professional learning communities to bring teachers together for increasing effectiveness and quality of SEL support for students.

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
Karen Kregel	Principal
Stacey Brdey	Assistant Principal
Susan Abate	Math Consultant
Cecilia Chiarelli	4 th Grade Teacher
Jennifer Di Marco	Math Consultant
Hannah Mc Carthy	ENL Teacher/SIT co-chair
Jessica Poulos	2 nd Grade ICT (Spec ed. Teacher)
Lauren Schnal	Special Education Teacher/ SIT co-chair
Nadine Scott	5 th Grade ICT (Gen. Ed Teacher)
Laura Symons	Reading Consultant
Erica Stoller	Reading Consultant
Kerry Seyda	Parent Member
Lindsay Hackett	Parent Member
Andrew Rudd	PLC Associates
Ann Palmer	Assistant Superintendent of Elementary Education

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 (OPTIONAL)

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	OPTIONAL: Completing the “Leveraging Resources” document
<i>Example: 4/6/21</i>			x	x		
3/16/2022				X		
5/16/2022	X					
6/9/2022		X	X	X	X	
6/30/2022			X	X	X	

Learning As A Team

Directions

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

Thoughts from “How Learning Happens”

- Understanding that social and emotional development has a direct correlation to academic development.
- Students need opportunities to be engaged with each other in meaningful conversation.
- Students need learning to be purposeful and meaningful. They want to know “why”.
- Lessons should be engaging. Students want to make meaningful connections.
- Acknowledge and honor that students develop and learn at their own pace.
- Relationships are integral to student learning.
- Students have a positive mindset when they are learning and engaged in lessons.
- Learning opportunities take place everywhere.
- Race, culture and individual identity play an important role in learning.
- We need more directed and intentional focus on emotional learning throughout the day...

Student Interviews

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

The SCEP team interviewed 15 students representing a variety of demographic groups. Some of the themes that informed the plan are:

- Students were excited about their academic growth and achievement this year, for example in iReady and F&P levels.
- Students were more successful academically and socially this year because they were in person 5 days a week.
- Students reported they met success because of small group instruction, anchor charts, engaging lessons, technology and success criteria.
- Students want fun and engaging lessons.
- Students suggested that we could help them by providing more academic support as well as social emotional support.
- Students want teachers to understand each student grows at his or her own pace.
- Students are learning self-advocacy and self-empowerment skills.
- Students want teachers to understand that outside factors affect their daily performance.
- Students feel safe and comfortable at school due to the compassionate and dedicated staff even if the outside world is crazy.
- Students were also excited to make new friendships and embrace each other’s differences.
- Students were excited to go on field trips again.

Equity Self-Reflection

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

- **We need to...**
 - **foster close relationships with students and families.**
 - **capture data about how we are communicating with parents.**
 - **monitor the building wide use of community circles/Second Step.**
 - **explore what the next steps in the learning process will be.**
 - **determine how Second Step is impacting unstructured time, for example on playgrounds, bus etc.**
 - **ensure that we improve our ways of communicating with students that, regardless of race, faith, or gender that they can grow as learners.**
 - **make certain that there is guidance for teachers about addressing current events.**
 - **provide teachers with PLC opportunities and collaborative opportunities.**

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.