



# School Comprehensive Education Plan

## 2022-23

District	School Name	Grades Served
<b>Brentwood Union Free School District</b>	Hemlock Park	K-5

## The Hemlock Park Elementary SCEP Development Team

Collaboratively Developed By:	
Name	Role
Andrew Rudd	PLC Associates
Christopher Dalley	Bldg. Admin
Farrah Padro	Bldg. Admin
Mia Vogt	Reading Specialist
Eileen Imhoff	Math Consultant
Douglas Borsuk	Teacher
Karen Batinsey	Teacher
Victoria Lawrence	Teacher
Roberta Kelly	Teacher

## 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>

- [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](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to providing for every child intentional opportunity to practice and build social and emotional skills.</p>
<p><b>Why are we making this commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>• A building focus on this goal aligns with the district focus and the SED pivot toward diversity, equity, and inclusion             <ul style="list-style-type: none"> <li>• Purchase of literature that is inclusive of racially, culturally, and linguistically diverse perspectives. (Student Survey question #3)</li> </ul> </li> <li>• Student interview data provided us with a continued focus on the social and emotional needs of our students.</li> <li>• Additional skills to cope with the daily stressors in their lives and other environmental factors.</li> <li>• The need to increase students' access to social and emotional learning experiences.</li> <li>• The building has emphasized inclusion and belongingness over the past few years. This focus aligns with ongoing work in the building.</li> <li>• Spotlight and reflect on their leadership roles throughout the school year. (as per student survey regarding leadership role, (question # 5)</li> </ul>

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>Establish <b>expectations and structures</b> for delivery of the <i>Second Step</i> and <i>Too Good for Violence</i> programs by classroom teachers, PE teachers, and guidance staff.</p> <p>Provide appropriate collaborative professional learning for all faculty and staff involved in delivery of the SEL programs.</p> <p>Provide alternatives to gang involvement through the Suffolk County Sheriff's Department G.R.E.A.T Program</p> <p>Ensure that all involved faculty and staff have the necessary materials.</p>	<p>Monitoring that the programs have been successfully taught to all students</p> <p>Leadership Team (School Improvement Team)</p> <p>Monitoring</p>	<p>Confirm the existence of and purchase (update) as necessary <i>Second Step</i> and <i>Too Good for Violence</i> materials as necessary</p> <p>Professional learning and support as necessary</p>
<p>Parent-Student evenings/events to engage students and families in social activities once a month</p>	<p>Math Night, Bingo Night/Book Fair, Reading Night, Parent Information Night, PARP Recognition Night, Mystery Guest Reader, Community Plaza, etc.</p>	<p>Tracking students and parents who attend.</p>	<p>Resources necessary to support the events.</p>

Commitment 1

	SIT Team develops initial planning and supports a sub-committee to organize, plan, and manage the event.		
Create systems, structures and procedures that provide tier 1 support for student behavior in less structured areas and times (i.e. cafeteria, playgrounds, bathrooms, hallways, bus line, bus room)	Gather data concerning student behaviors and incidents that can be regularly examined by the SAVE team to determine ways to address areas of concern and connect resources to needs.  Develop specific plans to teach and re-teach clear expectations and routines in all unstructured areas in the building.	Track data related to student behavior comparing from year to year and month to month	Provide opportunity to develop and establish plan and calendar.  Provide necessary professional learning

## Commitment 1

### End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	1 – My teachers take the time to get to know me (69.5% agree/strongly agree)	75% Agree/Strongly Agree
	5 – I feel like I belong in my school (67.4% agree/strongly agree)	90% Agree/Strongly Agree
Staff Survey	8 – We use resources written and developed by racially, culturally, and linguistically diverse perspectives (72.7% agree/strongly agree)	80% Agree/Strongly Agree
	1 – Students are given social emotional supports and access to services in order to assist with their challenges (73.9% agree/strongly agree)	90% Agree/Strongly Agree
Family Survey	1 – My child is given social and emotional support to assist with his/her challenges (60% agree/strongly agree)	75% Agree/Strongly Agree
	5 – I feel connected to my child’s school (64.7% agree/strongly agree)	75% Agree/Strongly Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

## Commitment 1

Ongoing analysis of student management data

Monitoring data related to use of *Second Step* and *To Good for Violence*

Administrative classroom visits and walk-through data gathering - 80% of teachers will support SEL through the effective delivery of *Second Step*.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.</p>
<p><b>Why are we making this commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Because the demographics of the building include many ELLs, SWDs, and students who are economically disadvantaged, this commitment will provide opportunities for students to practice the skills and abilities necessary to articulate what they have learned, supporting student ownership of their learning.</li> <li>● It's aligned to the district's initiative for students to be more engaged in their own learning. This commitment supports SEDs pivot toward greater student agency and executive function.(Student Survey #5 and #6)</li> <li>● When students practice monitoring their own learning and success, they practice agency and become more engaged in their learning.</li> <li>● Based on feedback from student interviews, students will become more active participants in monitoring their progress towards their academic goals</li> <li>● When students are aware of their strengths and struggles, they can be more active participants in choosing learning paths and resources (shape their own learning) that will provide them with additional learning opportunities to persevere through their "productive struggles" enhancing their ability to learn and deepen their understanding and experience success.</li> </ul> <p>This commitment is derived from the themes that emerged from the Equity Self Reflection, district level staff, student, family surveys and student interviews.</p>

Commitment 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p><b>What strategies will we pursue as part of this commitment?</b></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 teacher collaboration that emphasizes the formative assessment strategies including the development and use of standards-based learning targets, success criteria and feedback models that support meaningful and engaging student learning tasks.</p>	<p>Establish 16 hours across the year (front loaded in Fall) where each teacher meets with other teachers to clarify and practice formative assessment strategies.</p> <p>Use external consultants to support the clarification and practice (Erick Herrmann, PLC Associates, William Atwood)</p> <p>Create a detailed and complete schedule to provide targeted support based on teachers' needs.</p> <p>Use the expertise of the teachers in the building to support the learning of other teachers.</p>	<p>Common strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Administrative monitoring using the district walk-through tool.</p> <p>Teachers observed using formative assessment strategies (learning targets, success criteria, and feedback models) to support student engagement with essential cognitive skills.</p> <p>Administrative Leadership Team Monitoring</p>	<p>Schedule grade-level and discipline focused meetings in multiple ways and times.</p> <p>Time – Building administration will work on scheduling with the goal of ensuring that teachers have common planning time to support the work.</p>

Commitment 2

<p>Establish frequent and consistent release of students to effective, engaging discourse and collaborative learning and discourse strategies and activities.</p>	<p>Provide professional learning and support for teachers to utilize strategies and models of collaborative learning and discourse to be intentionally designed as part of lessons.</p>	<p>Administrative Leadership Team classroom visit data will track the prevalence and use of collaborative learning strategies (i.e. Formative assessment, rubrics, exit tickets).</p>	<p>Scheduling of professional learning</p> <p>Instructional coach available either through the district or outside organization</p> <p>Development of expectations around student engagement and collaboration</p> <p>Practice and professional learning around collaborative learning</p>
<p>Create systems, structures and procedures that examine the academic data sources and prioritize the uses of that data for decision making</p>	<p>SIT team regularly meets and collaborates to:</p> <ul style="list-style-type: none"> <li>• examine the academic data sources being captured</li> <li>• determine the consistency and procedures used to capture data</li> <li>• establish expectations and routines for using data for student and teacher learning</li> <li>• Allocate resources to support teacher success with data capture and use for assessment of instructional success.</li> </ul>	<p>Assess the effective capture and use of data across the building.</p>	<p>Provide necessary professional learning about valid data capture and use.</p>

## Commitment 2

	<ul style="list-style-type: none"> <li>School leaders will continue to offer updates and guidance for our school pertaining to academic performance and student behavior.</li> </ul>		
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### End-of-the-Year Desired Outcomes

School's 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	2 – My school takes the time to get to know my parents (41.9% agree/strongly agree)	75% Agree/Strongly Agree
	3 – I see children who look like me in the books we read (25.8% agree/strongly agree)	50% Agree/Strongly Agree
	5 – I feel like a leader in my classroom (30.5% agree/strongly agree)	60% Agree/Strongly Agree
Staff Survey	4 – School leaders offer continual updates and guidance for our school (54.2% agree/strongly agree)	75% Agree/Strongly Agree
	8 – We use resources written and developed by racially, culturally, and linguistically diverse perspectives (72.7% agree/strongly agree)	80% Agree/Strongly Agree

Commitment 2

	5 – We initiate student-led civic projects and school based and student-based leadership opportunities (72.7% agree/strongly agree)	80% Agree/Strongly Agree
Family Survey	2 – Our school fosters close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences (64.7% agree/strongly agree)	75% Agree/Strongly Agree
	5 – Our school initiates student-led civic projects and school-based student leadership opportunities (68.8% agree/strongly agree)	75% Agree/Strongly Agree
	1 – My child is given social and emotional supports to assist with his/her challenges (60% agree/strongly agree)	75% Agree/Strongly Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 2

Reading: On i-Ready Reading Diagnostic, to increase progress towards annual typical growth (June 2023) by 5% based on the outcome of Diagnostic School Growth by grade June 2022

Grade Level	<u>Reading</u> <b>June 2022</b> Percentage of students who met their i-Ready Reading Annual Growth Goal	Reading Targeted Outcome for June 2023
Grade 1	53%	59%
Grade 2	41%	49%
Grade 3	54%	59%
Grade 4	52%	59%
Grade 5	65%	68%

Math: On i-Ready Math Diagnostic, to increase progress towards annual typical growth (June 2023) by at least 5% based on the outcome of Diagnostic School Growth by grade June 2022

Grade Level	<u>Math</u> <b>June 2022</b> Percentage of students who met their i-Ready Math Annual Growth Goal	Math Targeted Outcome for June 2023
Grade 1	48%	53%
Grade 2	30%	38%
Grade 3	49%	54%
Grade 4	46%	51%
Grade 5	61%	66%

Fall and Spring writing samples- 80% of the students will show improvement from their Fall writing sample to their spring writing.

F&P Testing grades 1-3- 80% of the students in grades 1-3 make 1 year's progress increase from the beginning of the year to the end of the year.53

## Commitment 2

Administrative classroom visits and walk-through data gathering - 80% of teachers will have and use visible standards-aligned learning targets that engage students in meaningful tasks and use feedback models that describe, model, or illustrate student self-assessment and success with the standards-aligned task.

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	



Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p><b>What strategies will we pursue as part of this commitment?</b></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>

Commitment 3

## 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		
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.

## COMMITMENT 4

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	
<p><b>Why are we making this commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	

Commitment 4

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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		
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.

## 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
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Commitment 1: We commit to providing for every child intentional opportunity to practice and build social and emotional skills.</p> <p style="padding-left: 40px;">Engaging teachers in collaborative professional learning around the effective and impactful use of SEL instructional programs.</p> <p>Commitment 2: We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.</p>

### Evidence-Based Intervention

	<p>Designing intentional opportunities for teachers to collaborate at grade levels for professional learning related to formative assessment strategies and the release of students to collaborative and independent practice.</p>
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## 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	

### Evidence-Based Intervention

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

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## Our Team's Process

### Background

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

### Team Members

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

Name	Role
Andrew Rudd	PLC Associates
Christopher Dalley	Bldg. Admin
Farrah Padro	Bldg. Admin
Mia Vogt	Reading Specialist
Eileen Imhoff	Math Consultant
Douglas Borsuk	Teacher
Karen Batinsey	Teacher
Victoria Lawrence	Teacher
Roberta Kelly	Teacher

### Our Team's Process


## Our Team's Steps

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

- 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 (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
June 7, 2022	X					
June 13, 2022			X			
June 28, 2022		X	X	X	X	
June 29, 2022		X	X	X	X	

## Our Team's Process


## Learning As A Team

### Directions

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

How Learning Happens:

- Safe and respectful learning environment where students are willing to take academic risks and persevere through challenging tasks (productive struggle).
- Learning is socially strong and trusting relationships with the teacher and peers increase our ability to learn.
- Intentional opportunities to build social, emotional, and cognitive skills.
- Students choose projects that are relevant and meaningful to them.
- Explicit instruction and guided practice to develop independence in the learning process.
- Opportunities for self-selection of tasks embedded in programs/student choice during independent learning time.
- Hands-on, multisensory experiences when learning current information.

### Student Interviews

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

Q1: How do you know that you are doing well or struggling in school? (What signals do you look for to let you know)

- Students reported that they felt stressed, worried, tense, when they were struggling in school.
- Students report that teacher communication and interaction allow them to know how they are performing in class.
- Students report that results shared from diagnostic testing helps them know how they are doing in school.

Q2: What are some ways we could help students feel better about being in school?

- Students report that the availability of counselors and Daily Check-in with teachers helps them feel better about being in school.
- Students report that they would like more fun activities, after school family events, counseling availability.

Q3: How has having a school device/laptop affected your learning experience?

- Students report that the laptop is great for research, more access than paper and pencil, less writing homework because assignments are online, they can look up answers online.
- They request more learning opportunities to enhance learning across the curriculum.
- They enjoyed some of the learning programs online, and felt it made reading and math easier.
- The laptop makes learning fun and accessible at home.

Q4: In your life both in and out of school, what pressures do you feel to do well? What motivates you to learn more?

- Some students report that their parents and other family members pressure them to do well in school, as well as their teachers.
- Their teachers help them when they are struggling with math and reading.
- They report that there is not enough free time both in school and at home.

- They report having to balance responsibilities at home and school.

## Equity Self-Reflection

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

The SCEP Team met to review the Equity Self-Reflection.

**Below are some thoughts and questions that emerged:**

### **Principle 1: Welcoming and Affirming Environment**

Programs and activities that address practices:

There are many programs in place that address SEL goals and foster close relationships among staff, students, and families. On a building wide basis, all students participated in the Start with Hello initiative as, Unity Walk, designing "kindness rocks." Some programs and activities were grade specific. Fifth grade students were part of the Too Good for Violence program as well as the G.R.E.A.T. program and a building based "5<sup>th</sup> Grade Retreat." The girls in fifth also had the benefit of participating in the Girls' Inc. program and the Lunch Social Group. Select boys in grades 4 and 5 participated in the Mentoring Program. The primary grades, specifically first and second grade, were offered the McGruff program. The SCEP team is pleased with the amount of programs that were put in place to promote SEL. Upon reflection, we would like to add additional activities and programs across grade levels.

Thoughts:

### **Principle 2: High Expectations and Rigorous Expectations**

An inclusive space that encourages cultural identity and expression was established. Important themes were highlighted school-wide in celebration of African American History and Women's History Month. In addition, inclusivity and anti-bullying beliefs were promoted during the Unity Day celebration and walk. Students in fourth grade participated in a talent show as well as a karaoke event.

The SCEP team feels that purchasing books that feature a diverse range of topics including but not limited to race, gender, and family constellations should be a priority. Additionally, more emphasis should be focused on the Gradual Release of Responsibility Model. The team would also like to increase student centered learning and project-based learning experiences. Continued implementation of small group learning, guided reading groups, rubrics, checklists and various methods of formative assessment should be refined. Opportunities for student leadership should be incorporated via student led conferences, student feedback amongst peers, as well as accountable talk. In order to bring these lofty concepts to fruition, it is essential that teachers have ample common planning time and/or vertical planning opportunities to collaborate.

### **Principle 3: Inclusive Curriculum and Assessment**



## Learning As A Team

Opportunities to integrate current events into daily instruction and encourage students to discover, research, and build deep structural understanding of themes, content, and curriculum are in place and should continue including: leveled libraries for math, science, ELA,; Science/Reading A-Z, curriculum maps aligned to the standards, essential questions/ I Can statements, embedding Text to Self- Connections, U- Investigate phenomena-based science Scholastic News, Newsela, classroom discussions, holiday recognition, and curriculum celebrations. The SCEP team would like to move forward with initiating STEAM monthly activities, purchasing books for the library that will enhance the multitude of focus areas within the curriculum across all grades. Having books displayed in the library that reflect current events and holidays will highlight these topics and promote book circulation amongst students.

### **Principle 4: On-going Professional Learning and Support**

Regarding diversity, equity, and inclusion, the SCEP team believes the staff is willing to learn how to approach these topics but needs guidance on how to approach these topics with students. Additional opportunities for grade level common planning time and time allocated at faculty meetings in this regard will also assist in the area.

## 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.