



School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Hempstead Public Schools	David Paterson Elementary School	K-6

Collaboratively Developed By:

The David Paterson Elementary School SCEP Development Team

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Alicia Castro (Teacher) Florene Toliver (Teaching Assistant)
Yanel Cruz (Bilingual Teacher) Donette Williams (Social Worker)
Kisha Matos (AIS Teacher) Lucia Nieves- Parent

And in partnership with the staff, students, and families of David Paterson 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 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>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to providing instruction that will encourage students to take academic risks and increase student engagement.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The Family Health International 360 survey identified only 32% of students who think about their learning process when they are outside of school.</p> <p>To promote global minded experiences in and outside of the classroom.</p> <p>Examining the data from the student survey, we realize the importance for Principle Two (2) in the equity reflection (High Expectations and Rigorous Instruction) to determine that students need to become critical thinkers and take academic risks.</p> <p>Our formative assessments show students' academic performance is two-three grade levels below the state standards.</p>

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?
Create a school/class environment where students feel comfortable and confident taking risks.	Collaborative learning Student voice and choice Student-centered learning Project-based learning	At least most of the students in class are participating and engaged. Walkthroughs and classroom observation data will include feedback on classroom environment and engagement of student learning.	Class Mission statements Essential agreements Leader in Me program Teacher created materials.
Increase student attendance	Teachers will take attendance multiple times a day EWI-Early Warning Indicators The attendance committee will monitor and analyze attendance on a weekly basis according to updated attendance protocol	Attendance will increase by 5%. Chronic absenteeism will decrease by 5%.	PowerSchool/Teacher FHI360 Local partners for intervention services Student incentives
Improve I-Ready usage and involvement	Students will spend at least 30 minutes daily on IREADY reading and math lessons with at least a 70% passing score.	Increase in the number of minutes and lessons completed.	Professional Development Laptops/iPads

Commitment 1

		<p>Close academic gaps in ELA and math</p> <p>Increase student growth on I-Ready in math and ELA.</p>	<p>Recognition, certificates, and rewards</p>
<p>Share best practices</p>	<p>Administration and teachers will share and provide professional development. Continue peer perspectives with staff members.</p>	<p>Walkthroughs and classroom observation will show an increase in staff using best practices to drive instruction</p> <p>Discussion of best practices at weekly PLC and Faculty Meetings.</p>	<p>Professional Development for staff</p> <p>Faculty meetings</p> <p>Support from instructional coaches (ELA and Math)</p> <p>IB Coach</p> <p>Scheduled times to share best practices</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 (e.g. % agree or strongly agree)
Student Survey	"I think a lot about what I learn in my class even when I'm out of school."	80% agree
Staff Survey	Students' participation has increased since the beginning of the year.	80% agree
Family Survey	My child discusses/shares what is being learned in school often ...How confident are you that your child made sufficient academic progress this spring?	80% agree 50-70% I'm confident that my child is on track academically.

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.

50% or more of our students will show growth at the END OF THE YEAR IREADY assessments.

Class participation and engagement will increase

Best practices are used by more staff and students

Increase in the number of students that complete classwork and homework assignments and projects

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to developing partnerships between students, parents/guardians, school, and the community to participate in school activities to support 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> 	<p>Based on parent attendance at various school-wide events such as parent-teacher conferences, we have noticed that parent/guardian participation has decreased. Our vision at the school is to provide parents with student academic data and encourage feedback. We would like parents to support student learning and be aware of their impact on student achievement. Based on studies, student achievement is positively impacted by the support of the parent/guardian and community involvement.</p>

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?
Build structures that support family engagement	Collaborate with Community Director to link family and school to resources i.e., workshops, parenting groups, and food pantries to increase the number of families referred to services.	Surveys Quarterly meetings	Community Director Social Worker
Collaborate with Community Director Create public and private partnerships	Collaborate with the Community Director to help form public and private partnerships with the community to improve student learning, stronger families, and a healthier community	Surveys and quarterly meetings	Community Director Community programs/vendors School Community (staff members)
Informing parents in a timely fashion	Distribute monthly parent calendars and/or newsletters, call outs, “principal chat n chew,” monthly parent meetings with school social worker & community director, and update school’s website.	Increased Parent Community attendance at school events	Schoology Power Teacher Approved Online programs Staff
Create a parent organization	Volunteer parents to work with staff, students, and community to participate in and suggest events to strengthen partnerships.	Increased parent/ community attendance at school events	Parent volunteers at least one per grade/ one per class
Parent Incentives	Parent of the month, raffles, c	Increased parent attendance at school events Contact between parents	Budget for purchasing gift cards Designate area for parent displays

Commitment 2

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	My family and my teachers communicate often.	75% or higher
	My family attends many school events.	75% or higher
Staff Survey	Based on sign in sheets, I have observed an increase in parent attendance and communication at school events.	80%
Family Survey	Q5-What are the most important ways the school can support you and your child this year? Check as many boxes as you like. (I feel supported by my child’s school)	75% or higher
	I attended events hosted by my child’s school this year.	75% or higher
	I am satisfied with how often my child’s school communicates with me.	75% or higher

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

An increase in attendance at Meet the Teacher Night
An increase in attendance at parent-teacher conferences
An increase in attendance at Parent Meetings/Workshops
An increase in parents' response to surveys
An increase in attendance at school assemblies/celebrations

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to building and cultivating a safe learning 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> 	<p>Providing a space for children to safely navigate their learning environment.</p> <p>After the team discussed the results of the equity self-reflection, we noticed that our school needed to improve open relationships beyond academically and acceptance with our students.</p> <p>Ensuring that our students feel that there is an open-minded system in place to address race, ethnicity, sexual orientation, social class, etc. is important to their overall well-being and education.</p> <p>This is a commitment to pursue because if our students feel that their environment is safe, this will positively impact their academic growth.</p> <p>We want students to feel safe and to feel they are equipped with tools, strategies and procedures for reporting abuse and keeping themselves safe.</p>

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?
Affirm Students' diverse cultural and linguistic backgrounds	A night where different races/ethnicities come together to share their culture and history. Incorporate Multicultural Night to include music, language, clothing, food, etc.	Involvement of diverse cultures	Funding, sensitivity training, parents/ community volunteers IB Coach
Parent meetings with Social Worker/School Psychologist/ Administration	Offer Staff/Parent Orientation on how to handle anxiety, peer pressure and various mental health challenges facing our youths. Social justice issues with their child. Parental strategies.	Increase parent involvement Decrease (elimination of) in stereotypical/ offensive speech	Training, child-friendly print/digital resources Schedule
Peer Mediation	Students share experiences with peers to assist in creating a sense of trust and belonging in the school community. Teach: Mindful strategies and skills	Decrease in student referrals to School Clinicians.	Training, schedule, compensation, or volunteers
Dialogue Circles & Restorative Circles	Cultivate a classroom culture and community with a dialogue circle where conversations and open communication takes place. Ensuring that all students are active listeners as they share their thoughts and perspectives on various topics relating to social justice.	Decrease in student conflict. Increase in positive speech, compliments, positive self-images. Increase in students intervening without adults to resolve conflicts.	Professional Development Some portions of Staff meetings and PLCs, extended Wednesdays dedicated to teaching, review, and display best practices.

Commitment 3

		Observation of positive non-violent conflict resolutions.	
Safety protocols in place that are followed and practiced.	Continuing a zero tolerance on bullying, disrespectful speech, or prejudice. Carrying out safety drills and protocols and maintaining safety standards i.e., using assigned exits/entrances, wearing ID, student hall passes Review DASA	Students and staff show respect for all, evident in on/off record conversations. Staff and students can correctly describe/explain safety protocols and are following safety protocols	Some portions of Staff meetings and PLCs, extended Wednesdays dedicated to teaching, review, and display best practices.
Re-Establish our PBIS & Student Handbook	Update and revise our PBIS, disseminate and provide “training” to ALL staff, provide and explain to parents, use consistently	All stakeholders are aware of school expectations Observed in use consistently throughout school i.e., Classrooms, specials, food service, security, lunch monitors	Some portions of Staff meetings and PLCs, extended Wednesdays dedicated to teaching, review, and display best practices.

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	I feel like I am part of this school. Students at this school think it’s important to follow the rules. Boys and girls are treated equally at this school. I feel safe on the way to and from school. I feel safe in the rest room.	80% agree
Staff Survey	Students at this school think it’s important to follow rules. I feel safe at this school. I can communicate school safety measures.	80% agree
Family Survey	I feel I have been informed of my child’s school’s expectations. I feel I have been informed of my child’s school’s safety measures. I feel my family’s beliefs and values are respected by my child’s school personnel.	75% or higher

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.

- Increase in peer-to-peer conflict resolutions
- Increase the number of events that celebrate student, staff, and parent culture.
- Increase participation during Heritage and Culture Celebration days.
- Decrease in suspension rate.

Evidence-Based Intervention

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

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Evidence-Based Intervention

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team's Process

Background

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

Team Members

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

Name	Role
Keesha Keller	Acting Principal
Renee Wright	Assistant Principal
Shakim Davis	AIS Teacher
Kisha Matos	AIS Teacher
Yanel Cruz	Bilingual Teacher
Donnette Williams	Social Worker
Alicia Castro	Classroom Teacher
Florene Toliver	Teaching Assistant
Lucia Nieves	Parent

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		

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

Due to not having summer school, we reviewed the surveys students completed in the beginning of the year and middle of the year. We used a survey from FHI360, and students completed a survey from Leader in Me. After reviewing the data as a group, we chose a question we felt was important to address.

Equity Self-Reflection

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

As a team we scored each section and discussed as a team of areas we still need to address.

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.