



School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Patchogue-Medford	Tremont	K-5

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Tremont 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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to diving deeper into the creation of a more culturally responsive school community.</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 Patchogue-Medford School district has committed itself to creating authentic and creative learning experiences for its students. Tremont has embodied that by having diversity come alive in the classroom through enhanced libraries and resources, monthly read alouds, lessons on inclusivity and a well-attended and received multi-cultural night celebration. During student interviews some of the students' most savored highlights from the year included the read alouds and multi-cultural night. Next year, Tremont elementary will deepen these actions by creating more student led and centered read alouds and discussions, enhancing multi-cultural night to become more of a gold standard PBL initiative and will leverage more technology to learn about cultures and communities. In speaking with staff after reading: "How Learning Happens Messaging Framework" and after completing the Equity Self-Reflection it was revealed that staff members are ready and excited to delve deeper into what it truly means to be a culturally responsive school and will do so through the learnings of guest speakers, working alongside consultants and participating in book talks and studies.</p>

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Appoint a cultural responsiveness lead teacher</p>	<p>Appointing a lead teacher that will:</p> <ul style="list-style-type: none"> - plan assemblies for students - enhance classroom libraries and inventory those libraries and resources - plan and lead the community wide multicultural events - assist in the unpacking of curriculum in alignment with the CRSE framework alongside teachers and district directors - create a schedule for the polyglot pledge which will be shared with the main office on a monthly basis 	<p>Student and family surveys (winter & spring) Student interviews (winter & spring)</p> <p>Survey Questions Include:</p> <ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender is celebrated in the work we do at school -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school. 	<p>Stiped for chairperson Schedule of desired events Money for enhanced libraries Money for maps to display around the school Time to meet with teachers to assist with culturally responsive curriculum and resources</p>

Commitment 1

<p>Increase equitably represented texts in classroom libraries and resources to support multi-cultural projects</p>	<p>The cultural awareness lead teacher will ensure that there is representation amongst classroom libraries but also that there are ample resources for project-based learning as well as student centered read alouds and discussions as well as provide an inventory of what currently exists and what will exist after purchasing is completed</p>	<p>Student and family surveys (winter & spring) Student interviews (winter & spring)</p> <p>Survey Questions Include: -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender is celebrated in the work we do at school -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school.</p>	<p>Stipend for chairperson Money for enhanced libraries Schedule of student led read alouds</p>
<p>Host a multicultural night for families</p>	<p>Classes will host a multicultural night where different classes present research, information and aspects of different cultures at a showcase for families by Spring 2023</p>	<p>Student and family surveys (winter & spring) Student interviews (winter & spring)</p> <p>Survey Questions Include: -I feel like my teacher knows the real me.</p>	<p>Schedule of desired events Various supplies for the showcase Texts to support student research Stipend for teachers to assist with the hosting</p>

Commitment 1

		<ul style="list-style-type: none"> -I learn about the achievements of people who look like me. -My race, culture, gender are celebrated in the work we do at school -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school. 	<p>of the projects and events</p>
<p>Provide assemblies to students regarding diversity</p>	<p>The lead teacher will work with the PTA to plan and provide different assemblies to students that speak to embracing and celebrating diversity</p>	<p>Student and family surveys (winter & spring) Student interviews (winter & spring)</p> <p>Survey Questions Include:</p> <ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender is celebrated in the work we do at school 	<p>Schedule of desired events Stiped for the chairperson Money for assemblies</p>

Commitment 1

		<ul style="list-style-type: none"> -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school. 	
<p>Provide professional development and guest speakers to teachers regarding cultural competency</p>	<p>The principal will utilize a Generation Ready coach to assist with planning and delivering professional development to teachers regarding culturally competent instruction. The principal will also plan guest speakers to deliver talks on culturally responsive instruction and experiences.</p>	<p>Student and family surveys (winter & spring) Student interviews (winter & spring) Equity Self Reflection</p> <p>Survey Questions Include: -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender is celebrated in the work we do at school -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community.</p>	<p>Schedule of desired events Money for the Generation Ready Coach Planning time between Principal and coach Guest Speakers and money for the speakers</p>

Commitment 1

		-My child feels connected to the school.	
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End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender are celebrated in the work we do at school. 	75%
Staff Survey	<ul style="list-style-type: none"> -I have diverse materials to teach the curriculum in a culturally responsive way. -The school makes sure all students can experience success. -I have opportunities to grow and learn more about cultural responsiveness. 	75%
Family Survey	<ul style="list-style-type: none"> -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school. 	75%

Commitment 1

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.

By June 2023 all students will participate in assemblies regarding cultural diversity and reflect on their experience as evidenced by student surveys and interviews.

By June 2023 all students will participate in a multi-cultural event, showcasing a project surrounding diversity reflect on their experience as evidenced by student surveys and interviews.

By June teachers will participate in professional development regarding cultural competency through the lead teacher, guest speakers, consultant and principal as evidenced by teacher surveys.

By June 2023 Tremont Elementary will continue to increase the diversity of the main characters and authors of books in classrooms as evidenced by teacher and student surveys as well as an inventory providing percentages by the lead teacher.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to promoting the interconnectedness of social, emotional, and academic development for students and staff by using restorative practices (RP) and multi-tiered systems of support (MTSS).</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>While conducting student interviews, students shared that restorative circles helped them to feel comfortable sharing their feelings and seeing that everyone is vulnerable together. Students also shared that more consistent circles would be even better. Research shows that students are more empowered to share their feelings in a space where there is a trusted adult. Continuing the work with circles, both students and staff, we will create a stronger sense of trust within Tremont Elementary. For students to achieve academic success, they must feel connected to their place of education this directly connects to the tenant of connecting to an affirming and welcoming environment as trust and communication are cornerstones.</p>

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Appoint a restorative coach to assist with restorative practices</p>	<p>The liaison will:</p> <ul style="list-style-type: none"> - build relationships with students via push in read-alouds and sessions regarding positive choices and restorative practices each class will be visited each trimester with a the building wide book of the month and as needed to repair harm. This serves as an ongoing model for teachers - The liaison will plan character ed assemblies alongside the PTA chair at least 4x - The liaison will train teachers with regards to restorative practices and trauma informed practices with at least 1 professional development being offered each month to support the expectation that teachers will run a restorative circle at least 1x every two weeks. 	<p>Student, teacher and family surveys (winter & spring) Student interviews (Spring '23)</p> <p>Survey Questions Include:</p> <ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings. -My child receives the support they need for their social emotional success at school. -The staff at school care about my child. -I have opportunities to grow and learn about SEL. -The school values the work I do to support student success. 	<ul style="list-style-type: none"> -Money to allocate for the position -Instructional resources for classroom push-ins -Professional development to train liaison on restorative practices

Commitment 2

	<ul style="list-style-type: none"> - The liaison will work with parents via workshops and small groups to discuss restorative practices at home either before or after a scheduled PTA meeting at least 3x this school year to educate on Social Discipline, Effective Statements and Conflicts at Home - The liaison will train teachers in restorative practices and model how to utilize them via a book club that unpacks our grounding text, <i>Circle Forward</i> - The liaison will present the MTSS framework alongside the principal and psychologist at a faculty meeting and offer 1 professional development a trimester to support teachers as they unpack the framework 		
<p>Appoint a community liaison</p>	<ul style="list-style-type: none"> - The lead teacher will collaborate with parents/faculty and staff to build community relations. They will serve as a outreach person to assist with parent communication, unpacking our new parent communication tool (Parent Square) - Run night parent workshops, at least 2x this school year on effective communication and to set up Parent Portals so parents 	<p>Student, teacher and family surveys (winter & spring) Student interviews (Spring '23)</p> <p>Survey Questions Include: -I feel like my teacher knows the real me. -I can really be myself at school.</p>	<ul style="list-style-type: none"> - Money for the position - Money for the materials - Ongoing PD and coaching for the liaison

Commitment 2

	<p>can receive up to date information</p> <ul style="list-style-type: none"> - Coordinate school events, such as open houses (1x a year) and informational nights (2x a year). - Create the brochure of our various clubs that we will offer this year at the informational nights and open house - Manage the club sponsorship and provide enrollment data to the principal - Update the monthly Tremont newsletter and calendar alongside the principal to share with parents so they feel connected and welcomed 	<ul style="list-style-type: none"> -The school has helped me navigate my feelings. -My child receives the support they need for their social emotional success at school. -The staff at school care about my child. -I have opportunities to grow and learn about SEL. -The school values the work I do to support student success. 	
<p>Utilize Daniel Dancer from Art for the Sky to promote SEL</p>	<p>The restorative coach will work in conjunction with a teacher (that will receive hourly pay for work outside the school day) and with artist, Daniel Dancer, to create a culminating design for the 22-23 school year which will occur at the close of May or beginning of June</p> <p>Art for the Sky promotes creativity and perception to deepen our relationships. This correlates to enhancing student belonging and agency as they use their leadership and communication skills to craft a building wide art project.</p>	<p>Student and family surveys (winter & spring) Student interviews (Spring '23)</p> <p>Survey Questions Include: -I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings. -My child receives the support they need for their</p>	<ul style="list-style-type: none"> - Money for the artist in residence. - Money to fund a teacher for hourly work. - Restorative Coach - Schedule of events for the 3-day art project

Commitment 2

		<p>social emotional success at school.</p> <ul style="list-style-type: none"> -The staff at school care about my child. 	
<p>Positive Behavioral Interventions and Supports</p>	<p>To support social Emotional Learning PK-5 The Restorative Coach will:</p> <ul style="list-style-type: none"> - work with staff to enhance the building wide PBIS system by streamlining the shout out system -Utilize “Stick Together” club to create a sense of community with Tremont, where students solve community issues. 	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '23)</p> <p>Survey Questions Include:</p> <ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings. -My child receives the support they need for their social emotional success at school. -The staff at school care about my child. 	<ul style="list-style-type: none"> - Professional Development and ancillary activities that support the program (Student oriented assemblies, celebrations, etc.) - Money for Stick Together project.
<p>Variety of building wide clubs</p>	<p>-clubs allow students to shine outside of the classroom. Students can experience a multitude of opportunities to share in new experiences. The building community liaison will manage this and share a brochure at informational nights to promote the following:</p>	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '23)</p> <p>Survey Questions Include:</p>	<ul style="list-style-type: none"> - Funds for materials and teacher hourly club pay. - A liaison to manage the brochure and

Commitment 2

	<ul style="list-style-type: none"> -Mural Club -Art Club -Think Smart Club -STEAM Club -Study Squad -Multicultural Book Clubs 	<ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings. -My child receives the support they need for their social emotional success at school. -The staff at school care about my child. 	<p>enrollment as well as to present options to parents</p>
<p>Teacher Book Clubs</p>	<ul style="list-style-type: none"> -support teachers in growing their teaching and learning through the unpacking of <i>Circle Forward</i> -reflect on current and new practices/ideas through professional development offered monthly by the Restorative Coach, Faculty Meetings and Book Club Meetings 	<p>Student, teacher and family surveys (winter & spring)</p> <p>Survey Questions Include:</p> <ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings. -My child receives the support they need for their social emotional success at school. -The staff at school care about my child. 	<ul style="list-style-type: none"> - Money to pay teachers for after school work - Money to fund book club books such as <i>Circle Forward</i>

Commitment 2

		<p>-I have opportunities to grow and learn about SEL. -The school values the work I do to support student success.</p>	
<p>STREAM Week & STREAM Week Coordinator</p>	<p>Student interviews revealed that they want more student centered, collaborative, hands on opportunities which can strengthen SEL skills and communication while providing an enriching experience. This correlates to enhancing student belonging and agency as they use their leadership and communication skills to craft a class wide science project. A teacher will also be provided with hourly pay outside their workday to assist with project design information, setting up the STREAM lab, creating a schedule and contributing progress and photos to the newsletter/website for parents.</p>	<p>Student Interviews</p>	<ul style="list-style-type: none"> - Money for STREAM kits - Money for a STREAM Week coordinator - Schedule of STREAM activities - STREAM lab setup time

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	-I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings.	75%
Staff Survey	-I have opportunities to grow and learn about SEL. -The school values the work I do to support student success.	75%
Family Survey	-My child receives the support they need for their social emotional success at school. -The staff at school care about my child.	70%

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

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

Commitment 2

By June 2023 all teachers will receive training in restorative practices and facilitate circles regularly in classrooms as evidenced by principal and Restorative Coach notes and teacher surveys.

By June 2023 all parents will be offered support and training in Restorative Practices at home as evidenced by the invitations, attendance, and agendas.

By June 2023 all students will participate in assemblies surrounding character development and SEL as evidenced by student surveys and interviews.

By June 2023 all students will receive enhanced SEL curriculum as evidenced by student and teacher surveys and student interviews.

By June 2023 all staff will use the Multi-Tiered Support Systems as evidenced by professional development agendas, attendance and teacher surveys.

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><i>We commit to meeting students where they are by utilizing data analysis in PLCs to leverage students' strengths and implement instructional strategies that adapt to diverse learning styles.</i></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>Teacher teams, or professional learning communities (PLCs), have a direct impact on student performance. Based on our 2021-20212 iReady data, 52% of our students are at or above grade level in reading and 45% of our students are at or above grade level in math. The winter 2022 I-Ready data revealed that 24% were at or above grade level in reading and 9% were at or above grade level in math. Therefore, students grew 28% and 36% respectively. The Tremont PLS's capitalized on student strengths and then met in teams to explore and implement instructional strategies that spoke to students' diverse learning needs. We intend to continue this practice to further increase student performance as we close gaps widened due to Covid. The PLC's proved to be an effective step in strengthening teacher practice as to improve student performance. However, more work can be done around this goal to make more gains.</p>

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>PLCs will start where students are</p>	<p>-Teachers will use students’ diagnostic data, observation results, and information from parent surveys to triangulate the data and determine students’ individual learning needs and levels.</p> <p>-Unpack IReady reports including instructional grouping reports to inform AIS groups, in class small group instruction and instructional strategies overall</p>	<p>I-Ready Diagnostic results (Winter & Spring ‘23)</p> <p>Meeting dates and attendees</p>	<p>Schedule, PD and time to review and triangulate student data and utilize instructional groupings.</p>
<p>Teachers will receive training in effective inquiry team practices and protocols from the Principal and grade team lead teachers</p>	<p>Appoint a leader primary teacher and lead intermediate teacher to support PLC’s and to improve instruction</p> <p>Principal will provide teachers with data protocols.</p>	<p>I-Ready Diagnostic results (Winter & Spring ‘23)</p> <p>Teacher Surveys (Winter & Spring)</p> <p>Survey Questions Include:</p>	<p>-Time will be needed for PD. Grade level teams will need to dedicate time to implement data protocols.</p> <p>-Protocols and structures to support PLC’s</p>

Commitment 3

	<p>Principal will provide teachers with differentiated PD on PLCs and data analysis.</p> <p>Principal will create structures and infra structures so grade-level teams can meet to utilize protocols.</p> <p>Principal will hire a consultant to support lead teachers and PLCs in conversations around student growth, sound rubrics and professional development.</p> <p>Beginning in November, teachers will use IReady and classroom data to develop a plan to support students.</p> <p>Principal will attend PLC data meetings to support and extend teachers growth.</p> <p>Lead Teachers will create an I-Ready Cheat Sheet of where and how to access reports for teachers</p> <p>Lead Teachers will house and maintain meeting agendas and attendance</p> <p>Lead Teachers will assist with student support plans/ IST and maintain that documentation</p>	<p>-I have the resources to engage in relevant and rigorous teaching. -The school makes sure all students experience success.</p> <p>Meeting agendas, rubrics, student work samples and attendance</p> <p>Student support plans/ IST paperwork</p>	<p>-Money to fund lead teacher stipends</p> <p>- Money for consultant to support with PLCs</p>
<p>PLCs will present data and findings in share fairs</p>	<p>Teachers will present their data and effective strategies and experience 2x in a virtual share fair where they collaborate</p>	<p>I-Ready Diagnostic results (Winter & Spring '23)</p>	<p>- Schedule of Share Fairs to assist in holding teachers</p>

Commitment 3

	<p>on a slide and the presentation in its entirety is shared to the staff for learning</p>	<p>Teacher Surveys (Winter & Spring)</p> <p>Survey Questions Include: -I have the resources to engage in relevant and rigorous teaching. -The school makes sure all students experience success.</p> <p>Share Fair attendance and culminating presentations via PowerPoint or Padlet</p>	<p>accountable for discussing their data and findings</p>
<p>PLC's will meet to discuss data and instruction</p>	<p>Teachers will meet on an ongoing basis with either the principal and/or lead teacher to analyze I-Ready and student writing data to create data driven decisions surrounding instruction to inform rubrics and unpack curriculum</p>	<p>I-Ready Diagnostic results (Winter & Spring '23)</p> <p>Teacher Surveys (Winter & Spring)</p> <p>Survey Questions Include: -I have the resources to engage in relevant and rigorous teaching. -The school makes sure all students experience success.</p> <p>Meeting agendas and attendance</p>	<p>-Time will be needed for PD. Grade level teams will need to dedicate time to implement data protocols.</p> <p>-Protocols and structures to support PLC's</p> <p>-Money to fund lead teacher stipends</p>

Commitment 3

Level Up Club	A club will convene that provides students (as per I-Ready) to have more time to access material and work with an educator in a small group on a rotating basis	<p>Nov-22-June 23</p> <p>Student data to demonstrate progress via I-Ready</p> <p>Club enrollment</p>	<p>-Money to fund the club</p> <p>-A club facilitator</p> <p>-A schedule of sessions</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	-My school challenges me in what we are learning. -The things I am learning about in school are relevant to me.	75%
Staff Survey	-I have the resources to engage in relevant and rigorous teaching. -The school makes sure all students experience success.	75%
Family Survey	-My child feels successful at school. -My child receives academically rigorous instruction.	75%

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.

By spring ‘23 60% of students K-5 will be on or above grade level in reading as evidenced by the June 2023 I-Ready reports.

By spring ‘23 50% of students K-5 will be on or above grade level in math as evidenced by the June 2023 I-Ready reports.

By June ‘23 70% will make 80-100% progress as evidenced by the June 2023 I-Ready reports in both reading and math demonstrating an 8% and 6% increase in student progress compared to June ‘22.

Commitment 4

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	Use of I-Ready
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We will use I-Ready to provide a depiction of student performance in math and ELA in grades K-5 to meet them where they are. The data will be used to have transparent conversations with teachers and families, and it allows students to take ownership of their learning and progress.

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 S CEP 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 S CEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Emily Wernau	Principal
Danielle Faccioli	Teacher
Cristel Champlin	Restorative Coach
Elisa Hobbes	Teacher
Christine Grieco	Teacher
Corina Hyland	Teacher
Jamie Hollowell	Parent
Christine Bruno	Teacher
Christine Murphy	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

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
4/25/2022		x				
5/30/2022	x					
6/1/2022			x			
6/7/2022			x			
6/13/2022				x		
6/14/2022					x	

Learning As A Team

Directions

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

Student Interviews

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

The student interviews revealed that while students had done more socializing and communicating than they had in the years prior (mainly due to Covid) they are still seeking out opportunities to socialize via clubs. They express love for the book clubs and level up clubs that were launched this year and would like more clubs to make even more school-related connections. They explain wanting a STREAM club, garden club, art club and kindness club. They genuinely enjoyed the multi-cultural event and want to learn more about other cultures and languages. They felt that the restorative circles were a good step in learning to communicate about feelings but about half still felt that they needed more support in their circles as talking about feelings was still challenging. Students also enjoyed the various PBIS and I-Ready incentives throughout the year and asked that we maintain those measures as it made school and learning very enjoyable.

Equity Self-Reflection

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

Upon completing the reflection, it was determined that the Tremont staff has felt that it made progress in creating a welcoming and affirming environment as all were trained in Restorative Circles, received enhanced libraries to increase representation and were better able to identify students in need through the work done in circles. Next steps, however, can include transferring those skills of communication and navigating conflict to unstructured places like recess. Teachers felt that there was an increase in clubs for students which allowed for more small group and targeted academic support. All also felt that the data chats held in PLCs helped move our instructional practices as well as heighten expectations. Next steps include expanding our clubs to include more students so that more may benefit and continuing our use of PLCs to gain more experience such that student growth can continue. All teachers acknowledged the multi-cultural book of the month, multi-cultural event and enhanced resources as a huge point of improvement in creating inclusive curriculum and assessment. Next year all teachers ask that we continue this work and create more learning experiences through STREAM and PBL opportunities. Finally, all teachers acknowledge that they were trained in preliminary restorative circles and approaches but ask for more support, training, and planning time to share their experiences.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.