



School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Patchogue Medford	Bay Elementary School	K-5

Collaboratively Developed By:

The Bay Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Bay 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 are committed to deepening relationships between students, staff, and the 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>We have faced obstacles with building community relations in certain segments of our school community, more specifically, those living in poverty and our large Latino community base. While we have improved our commitment to parent and student involvement, we have continued to face challenges in community participation. Our end-of-the-year surveys for parents demonstrated an improvement on the previous year. We want to provide opportunities for students to make new friends, strengthen existing friendships, and build strong relationships with teachers and staff. We want to continue to support parents on forming bonds with other parents, increase classroom and school visits and participating in school events.</p> <p>When completing the Equity Self-Reflection, one of the areas that we want to continue to improve upon was fostering high expectations and rigorous instruction to develop a student's sense of identity and belonging. We discussed the need to continue to assess school community needs by using a variety of measures to collect diverse stakeholder data to drive our decisions.</p> <p>A driving value behind our school has been to work collaboratively with our families, students and staff and assist them with leading healthy lives and being active and responsible citizens in their community.</p> <p>We seek to prioritize restoring and developing relationships, both within our school and within our community, to improve student outcomes.</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 Community Partnership Liaison</p>	<p>The community liaison will focus on developing and strengthening community relations with certain segments of our school community, more specifically with those living in poverty and our large Latino community base.</p> <p>The community liaison will provide workshops for parents to improve the parent’s understanding of communication tools and academic expectations in coordination with the instructional coach.</p>	<p>We will utilize student, teacher, and family surveys to acquire feedback. Initial focus will be from the April 2022 survey. Additional surveys will be administered following community-based activities in the fall/winter and spring.</p> <p>Results will assist in the development of additional activities, workshops and evening events designed to improve community involvement in our school.</p>	<p>Funding allocated for Community Partnership Liaison and evening workshops.</p> <p>Instructional resources/materials for evening workshops to improve community involvement.</p>
<p>Appoint Extracurricular Club Liaison</p>	<p>Providing students with a combination of in-school and extracurricular opportunities that</p>	<p>Student/Teacher (Interest Survey-Fall ‘22)</p>	<p>Funding for position & Club Advisors Funding for materials</p>

Commitment 1

	<p>encourages self-motivated learning.</p> <p>The liaison will work with students, staff and community volunteers to gauge interest/needs to develop academic strategies and afterschool clubs.</p>	<p>Reflection surveys (Student/Teacher-Winter & Spring '23).</p>	
<p>Appoint an Instructional Coach</p>	<p>Work with staff to help with professional development in writing strategies, skills, and stamina along with the writing consultant.</p> <p>The instructional coach will work in the classrooms with teachers implementing the curriculum.</p> <p>Involve parents/families through the school-wide initiative of Book of the Month. A follow-up activity will be provided for students and families to complete at home.</p>	<p>Fall survey to gauge professional development needs.</p> <p>Exit tickets to gauge effectiveness of professional development.</p> <p>Spring survey for teachers to gauge effects of professional development.</p>	<p>Funding for position, materials, and on-going professional development.</p>
<p>Appoint a Writing Consultant</p>	<p>The instructional coach and the writing consultant will provide professional development for staff and provide push-in support in the implementation of</p>	<p>Fall survey to gauge professional development needs.</p> <p>Exit tickets to gauge effectiveness of</p>	<p>Funding for position, materials, and on-going professional development.</p>

Commitment 1

	strategies and skills to increase writing stamina.	professional development. Spring survey for teachers to gauge effects of professional development. Evaluation of student writing prompts.	
Provide educational school-wide assemblies	School will present opportunities for social and emotional growth and enrichment opportunities through engaging in school-wide assemblies.	Fall/Winter/Spring surveys for teachers, parents, and students	Funding for school-wide assemblies
Appoint grade level academic leaders	Grade level leaders will coordinate with an instructional coach to support parents in their understanding of grade level expectations and outcomes. Parents will be informed of various communication avenues, such as Microsoft Teams and Parent Square. Work with community liaison to develop and present two parent workshops.	Fall/Winter/Spring survey for parents	Funding for position Funding for evening workshops
Develop and run two community wide events	Identify and develop high interest events to improve student and	Fall community survey to identify event ideas.	Funding for event/materials.

Commitment 1

	community involvement outside of daily educational expectations.	Spring survey to gauge success of events.	
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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	<p>My teacher sets high standards and expectations for everyone.</p> <p>My teacher is approachable and willing to help me.</p> <p>I know when I am on the right track in school.</p> <p>My school has provided extracurricular activities and clubs for me to be involved in.</p>	<p>Based on the initial fall survey there will be a 10% increase in positive responses to the survey questions provided.</p> <p>Although we demonstrated improvement in the 2021-2022 school year, we did meet this goal in grades 3-5, but not in grades K-2. Our 2022-2023 goal is to increase the total participation in grades K-5 to 70% participation.</p>
Staff Survey	<p>The goals of the professional development sessions were clear.</p> <p>Activities/approaches used to facilitate professional development were effective.</p> <p>Follow-up activities were appropriate, supportive and effective.</p> <p>The professional development experience had a positive effect on student learning.</p>	<p>Based on the initial fall survey there will be a 10% increase in positive responses to the survey questions provided.</p>

Commitment 1

	<p>My school provided workshops for parents to assist them with their role in their children’s education.</p> <p>I attended a virtual or in-person workshop provided by the building.</p>	<p>The school will develop and provide parent workshops between the months of September 2022 and June 2023. 50% of parents will indicate that they have attended at least 2 workshops provided by the building.</p> <p>*86% of parents indicated in the April 2022 family survey that they did attend a family workshop provided throughout the year. However, only 42 parents responded to the survey.</p>

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

All staff will receive training and professional development opportunities to support their understanding and implementation of curriculum and writing initiative (70% of staff will agree that they have been supported in their professional development).

All students will be provided with opportunities to participate in extracurricular activities and clubs. Improve participation in after-school clubs (70% of students will participate in at least one club, with opportunities in Fall or Spring).

Parents will be offered workshops virtual/in person to assist them with their role in their children's education (50% of parents will attend workshops provided).

Commitment 2

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-2023?	We are committed to partnering with students to create extra-curricular activities, to support learning style preferences, and increase integration of technology and writing across content areas.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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? 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>We continue to address the ongoing needs of our students due to learning loss and social emotional challenges. We know that social interaction and mental health play a vital role in student success, and we are committed to continually engage the students as their needs shift and evolve.</p> <p>When completing the Equity Self-Reflection one of the focuses of the need to advocate for varied ways of learning (i.e., project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community. We want to engage children in meaningful learning by giving them the opportunity to drive and shape their own learning. When a student feels their voice is heard in the classroom, they become more engaged and connected to their learning.</p> <p>We are committed to strengthening social connections, educational opportunities, and shared community experiences. In turn, this will create a long-term plan that builds upon this commitment.</p>

Commitment 2

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>Increase emphasis on cooperative learning and groupwork by creating specific learning groups based upon student learning style/ preference.</p>	<p>Teachers will introduce the different types of instruction and learning (i.e., independent, partner, cooperative).</p> <p>Student interest survey on how they like to learn. Students will be grouped heterogeneously to enable student success when working in groups. For example, some students like to watch videos to learn, some like hands-on projects, and some prefer presentations. Teachers will take into consideration student interest and input.</p> <p>Group projects and cooperative learning will occur in all parts of the school day.</p>	<p>Student surveys (Winter and Spring)</p> <p>Continued focus will be from the Spring, 2022 survey.</p> <p>Student reflections/ self-assessments</p>	<p>Schedule time for cooperative learning.</p> <p>Funding for materials</p> <p>Creation of student learning groups.</p> <p>Use of an instructional building coach to help with implementation and planning.</p>
<p>Consider student voice when creating clubs for the school year.</p>	<p>Extracurricular activities increase socialization. Clubs can begin in October.</p> <p>Offer before-school and after-school activities based on student interest.</p> <p>Create a club catalog to highlight clubs offered.</p>	<p>Student surveys (fall and spring)</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors.</p>

Commitment 2

	<p>Encourage and invite parent/community volunteers to assist with clubs.</p> <p>At least 65% of students will sign up for at least one extracurricular activity.</p>		
<p>Continue a community and building-wide multicultural event that showcases a culminating project based on research.</p>	<p>Each grade level will study a different continent. Students can learn cross-culturally throughout art class, music class, in library, and gym class. Families can be invited in to help create projects and conduct research.</p> <p>A multicultural night will be a culminating event with the community for families.</p>	<p>Student and family surveys (Winter and Spring)</p> <p>Student interviews (Spring '23)</p>	<p>Funding for materials for projects</p> <p>Funding for assemblies</p> <p>Funding for enhanced libraries and books</p> <p>PTA will assist with the showcase.</p>
<p>Teachers will post links for videos and games to reinforce learning concepts on Teams that can be accessed at any time.</p>	<p>Teachers will utilize Microsoft Teams to guide, enhance, and reinforce learning. Teachers can use Teams to post any links to websites, educational videos, and games for students to access on their 1:1 device. These links will be available at any time for the students to use. The instructional coach will assist with this commitment.</p>	<p>Family surveys (winter and spring '23)</p> <p>Student surveys (winter and spring '23)</p>	<p>Funding for instructional coach to support teachers with implementation of educational technology.</p>
<p>School-wide communication will improve.</p>	<p>Teachers will utilize Parent Square and Microsoft TEAMS to enhance family communication.</p>	<p>Family surveys (Winter and Spring '23)</p>	<p>Parent Square</p> <p>Microsoft TEAMS</p>

Commitment 2

<p>Appointment of Instructional Coach</p>	<p>Instructional Coach will provide support to teachers with implementing SCEP goals.</p> <p>Instructional coach will meet with teachers and the writing consultant to schedule and push into classes to work on writing.</p> <p>An instructional coach will work in the classrooms with teachers implementing the new literacy curriculum.</p> <p>Instructional coach will provide support to teachers to integrate technology into classrooms.</p> <p>Instructional coach will meet with teachers in order to review and use data to plan instruction.</p>	<p>Create and implement differentiated strategies with the teachers for their students based on instructional data.</p> <p>Fall survey to develop professional development calendar</p> <p>Exit tickets to improve/change professional development</p> <p>Winter/Spring survey for community/teachers to gauge effects of professional development.</p>	<p>Funding for position Funding for materials Funding for on-going PD</p>
<p>Appointment of Writing Consultant</p>	<p>The instructional coach and the writing consultant will provide professional development for staff and provide push-in support in the implementation of strategies and skills to increase writing stamina.</p>	<p>Create and implement differentiated strategies with the teachers for their students based on instructional data.</p> <p>Fall survey to develop professional development calendar</p> <p>Exit tickets to improve/change</p>	<p>Funding for position Funding for materials Funding for on-going PD</p>

Commitment 2

		<p>professional development calendar.</p> <p>Winter/Spring survey for community/teachers to gauge effects of professional development.</p>	
<p>Appoint Extracurricular Club Liaison</p>	<p>Providing students with a combination of in-school and extracurricular opportunities that encourages self-motivated learning.</p> <p>The liaison will work with students, staff and community volunteers to gauge interest/needs to develop afterschool clubs.</p>	<p>Student/Teacher (Interest Survey-Fall '22) Reflection surveys (Student/Teacher- Winter & Spring '23).</p>	<p>Funding for position & Club Advisors Funding for materials</p>

Commitment 2

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	<p>There are clubs that interest me.</p> <p>I have the opportunity to choose the way I learn.</p> <p>My race, culture, and gender are represented in the work we do at school.</p> <p>I have access to books where I can learn about my interests.</p> <p>I feel confident in my ability to express my ideas through writing.</p>	65% for all
Staff Survey	<p>The school values the work I do to support student success.</p> <p>I feel comfortable using technology in my classroom.</p> <p>I am provided with professional development opportunities to assist with my teaching.</p> <p>My building coach and/or writing consultant comes into my classroom to support me and my students.</p>	75% for all
Family Survey	<p>The staff at the school cares about my child’s interests.</p>	65% for all

Commitment 2

	<p>My child feels connected to the school.</p> <p>I feel connected and welcome at my child's school.</p> <p>The school values the backgrounds and identities of all students. The schools' programs reflect, respect, and value the diversity of the community.</p> <p>I receive regular updates regarding news and events at my child's school.</p>	<p>Increase parent responses to gain more accurate representation of the data.</p>
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p>
<p>Student participation in after-school clubs.</p> <p>All students complete research projects, which can be showcased at building wide community events/assemblies.</p> <p>All students will participate in assemblies, projects, and a multi-cultural event, showcasing cultural diversity.</p> <p>Increase in the racial diversity of the main characters from books in classrooms.</p> <p>All teachers will receive professional development opportunities on how to best utilize technology.</p> <p>All teachers will receive professional development opportunities on how to best incorporate writing into content areas.</p>

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 an equitable and productive community, utilizing restorative practices throughout the instructional day.</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? 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>At Bay we are committed to encouraging students to practice listening with empathy; constructively communicating needs; problem-solving; honoring and embracing differences in opinion, perspective, and experience; and taking responsibility for personal feelings and actions to repair harm. With regular engagement in ongoing dialogue and reflection, students also build leadership, facilitation, and critical thinking skills.</p> <p>Based on the results from our 2021-2022 4th Grade Pilot Community Circle/Restorative Practices student survey (n=53), we realized there was a need to strengthen our school culture by designing a more equitable and collaborative school with the opportunity to shift away from traditional disciplinary practices to include student voice and to create an empathetic and safe school community.</p> <p>The Equity Self-Reflection Survey indicated there is a need to create professional learning communities and cross curricula and cross grade level planning sessions to provide forums for collaborative planning in order to ensure alignment to NYS standards to meet the goal of high expectations and rigorous instruction for all students.</p> <p>When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.</p>

Commitment 3

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>Schedule PLCs to meet and discuss data, instruction, and restorative practices curriculum</p>	<p>-Teachers will meet with the Instructional Coach and Grade Level Leaders to analyze student data (literacy, math, writing, etc.) to create data driven decisions surrounding instruction.</p> <p>Teachers will meet on an ongoing basis with the restorative practice liaison and grade level leaders to discuss books and practices.</p>	<p>I-Ready Diagnostic results (Winter & Spring '23) Teacher Surveys (Winter & Spring).</p> <p>Increase of students requesting peer mediation</p> <p>Decrease in referrals for misbehavior</p>	<p>-Grade level teams will need to dedicate time to meeting with the instructional coach and the Restorative Practice Liaison</p> <p>Schedule to be posted on Teams calendar.</p>
<p>Appoint Special Area Leader and Grade Level Leaders</p>	<p>Grade level leaders will facilitate book clubs within their grade level</p> <p>Grade level leaders will meet with instructional coach and restorative practices coach</p>	<p>Student/Teacher Surveys (Winter & Spring).</p>	<p>Funding for Grade Level Leaders stipends</p> <p>Funding for materials</p>

Commitment 3

<p>Appoint Building Instructional Coach</p>	<p>The instructional coach will facilitate professional learning communities and cross curricula and cross grade level planning sessions to provide forums for collaborative planning in order to ensure alignment to NYS standards to meet the goal of high expectations and rigorous instruction for all students.</p>	<p>Create and implement differentiated strategies with the teachers for their students based on assessment data.</p> <p>Teachers will utilize Teams for sharing grade level materials by month.</p>	<p>Funding for position Funding for materials Funding for on-going PD</p>
<p>Appoint Restorative Practice Liaison</p>	<p>Coordinate with district Social Emotional Learning (SEL) director. Facilitate a book club with the grade level leaders and meet with teachers on an ongoing basis</p>	<p>Winter/spring survey for students, teachers, and community.</p>	<p>Funding for Grade Level Leaders stipends Funding for materials</p>
<p>Structured vertical collaboration that focuses on sharing strategies from previous grade levels</p>	<p>Creating folders in each grade level channel with the following components: 1) a space for the grade-level teachers to enter the curriculum to be covered in the upcoming month 2) a space for all teachers in the grade level below and above to enter strategies, resources, and</p>	<p>Teachers are collaborating with colleagues in the grades below and above them regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously. Teachers</p>	<p>-Utilize Teams platform -Schedule for teachers to connect with colleagues in the grade level above and below them.</p>

Commitment 3

	mnemonic devices that were used in the previous grade. The instructional coach will be available to assist. This will be completed monthly.	are referencing these strategies, resources and mnemonic devices regularly during instruction.	
Building-wide Book of the Month	Each month every class in the building will read the same book that is tied to an SEL theme. There will be a cross grade level culminating activity related to the theme. There will be hall displays related to the book.	Grade levels decorate interactive monthly bulletin board for book of the month. Observations and student self-reflection related to book's theme	Funding for materials. Schedule will be posted to Teams.

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	<p>Did you enjoy being part of the community circle/restorative circle? This community circle/restorative circle was a safe place for me to talk about my emotions. I would participate in a community circle/restorative circle again. Does community circle/restorative circle time help you develop positive and supportive connections with peers? In school, I am encouraged to help work out my own problems Disagreements are normally worked out When people (students or adults) have problems at school, everyone is listened to.</p>	60%
Staff Survey	<p>Did you enjoy being part of the community circle/restorative circle? There have been professional development opportunities provided for teachers to assist them with restorative practices. I noticed that community circle/restorative circle time helped improve student behavior, and they responded better to conflicts or challenges. Within this school, disagreements are normally resolved effectively. Students and staff communicate with each other in a respectful way. There have been professional development opportunities provided for teachers to assist with implementing curriculum and strategies.</p>	65%

Commitment 3

Family Survey	My child feels comfortable seeking support from teachers and staff to resolve peer conflict. My child developed coping and communication skills to express their feelings positively at school and at home. I can participate in monthly restorative book activities with my child. Students and staff communicate with each other in a respectful way. The students are invited to contribute to resolving problems that affect them.	60%
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p> <p>By Spring 2023, <u>63%</u> of students in grades K-5 will be on or above grade level in I-Ready Reading.</p> <p>By Spring 2023, <u>44%</u> of students in grades K-5 will be on or above grade level in I-Ready Math.</p> <p>By Spring 2023, surveys will indicate increased level of improved communication for families, academic progress for students, and instructional practices for staff.</p> <p>By Spring 2023, 60% of students in grades K-5 will indicate that community circle/restorative circle time helped them develop positive and supportive connections with peers.</p>
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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	Instructional Coaching
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<ul style="list-style-type: none"> • The coach will provide professional development to assist staff with developing outreach strategies as well as identify new and current electronic communication tools to improve consistent parent involvement. • The coach will provide professional development to assist staff with creating learning environments that support the diversity of our students both culturally and academically, as well as the different learning styles of students. • The instructional coach will provide staff development to support the K-5 staff ensuring that all teachers are using

Evidence-Based Intervention

	differentiated strategies to meet students social, emotional, and academic needs.
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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	
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
Rui Mendes	Principal
Laura Banse	Parent
Frances Cardenas	Teacher
Ashley Craig	Teacher
Gail Fiorelli	Instructional Coach/Teacher
Evelyn Gonzalez	Psychologist
Sara McMurray	Parent
Hilary Moss	Teacher
Marisol Reyes	Social Worker
Alexandria Wada	Teacher

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
05/12/2022			x	x		
05/24/2022			x	x		
06/09/2022	x					
06/10/2022	x					
06/11/2022	x					
06/15/2022		x				
06/29/2022					x	x
06/30/2022					x	x
07/01/2022					x	x
07/06/2022						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

As a result of the student survey/interviews, the team noticed it was evident that the students wanted their voices heard. One of the items the students mentioned was having a choice in how they learn as well as having teachers utilize a variety of learning practices. Another item that stood out was that students wanted a variety of after-school clubs that all could join.

Equity Self-Reflection

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

From the Equity Self-Reflection, the team chose a few areas to focus on that we felt were emerging or integrating and needed to continue to work on. One of the focuses of the culturally responsive framework that stood out was the need for fostering high expectations and rigorous instruction. More specifically being open to opportunities for service, outreach, field trips, and other educational opportunities in the school community, toward the end of helping students develop a sense of identity and belonging and provide support. Another focus that stood out was the need to advocate for varied ways of learning (i.e., project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.

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, 2022.

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