



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The Canaan Elementary School SCEP Development Team:

Cassandra Doherty, Robert Epstein, Karen Eten, Laura Hanzich, Jeanne Huggard, Eileen Rella, Kristi Rossy, Danielle Steinberg, Lori Stratton

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

Guidance for Teams

Template

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

Commitments

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

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

Strategies

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

Resources for Team

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

- [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>Continue our commitment to ensure that every child feels safe, respected, supported, and a true sense of belonging. Only when these components are in place can increased academic achievement occur.</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 will continue our commitment to providing student voice to ensure that all students feel they are being treated equitably, feel their cultures are celebrated and understood, and that every child has a trusting adult in the building that they can turn to for any reason.</p> <p>We will continue to enhance our restorative practices to help foster relationships between students, as well as between students and adults.</p> <p>As stated in <u>The Core Messaging Framework</u>, "Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning and sense of belonging."</p> <p>Last year we regularly conducted student interviews to assess school climate and to provide students with a "voice". When asked, "Who do you turn to share concerns or ask advice?" several students indicated that they turned to their friends. Although communicating with friends is a necessary part of maintaining relationships, it is crucial that all students have identified a trusting adult in the building.</p> <p>Additionally, because of these interviews, we uncovered students' perspectives related to school climate that we were unaware of. For instance, many students indicated that they desired additional supervision during recess, as unkind behaviors often took place out of the sight of the staff on duty.</p> <p>Last year, was the first year we utilized an SEL screener to collect data on student's mental states and were able to follow up with them to provide the appropriate assistance.</p>

Commitment 1

Without the above components in place, a true sense of belonging cannot occur, and academic achievement is compromised. Students cannot be fully engaged in the learning process if stressors exist.

As we strive to ensure, as mentioned in How Learning Happens, that we are “Intentional in our whole child approach to our student’s social, emotional and cognitive needs,” we must make belonging a top priority.

We are dedicated to creating an atmosphere wherein all people are treated with respect and dignity, all cultural identities are affirmed valued and used as vehicles for teaching and learning and every child has an adult support system within the school.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Hiring a Community Liaison who is familiar with our school culture to enhance community outreach and increase student voice</p>	<p>Continue to enhance our restorative practices initiative.</p> <p>The Community Liaison will serve as a conduit between students, teachers, parents, and administration to assist in assessing school climate and providing student voice.</p>	<p>Community Liaison will partner with principal to advance our restorative practices initiative. Great strides were made last year as we introduced restorative circles in each classroom. Further PD will take place as we leverage those teachers who have command of the process for classroom visits.</p> <p>Last year it became evident that social media was an issue that compromised many students' sense of belonging. A schedule of formal monthly meetings with and between all constituents will be created wherein internet/social media as well as other</p>	<p>Community Liaison salary.</p> <p>Funds for presenters</p>

Commitment 1

<p>Student Council</p>	<p>The Community Liaison will serve as the Student Council advisor. This will be an avenue to provide students opportunities to develop projects on social justice issues, which the SCEP Team designated as an area requiring growth on our equity self-reflection.</p>	<p>topics of concern and ideas to improve school climate will be discussed. Informal meetings will take place as necessary. Minutes/Anecdotal notes will be recorded on areas of discussion. Follow-up meetings and daily observations of school climate will serve as evidence of progress.</p> <p>Parent meet-and-greet opportunities will take place each month in order to give parents a voice and hear their concerns/ideas.</p>	
<p>Formulation of SEL Clubs</p>	<p>The Community Liaison and teachers will design clubs similar to last year’s Friends for Friends club that will promote social skills and problem-solving strategies.</p>	<p>After school clubs will be provided that will focus on empathy, self-reflection,</p>	<p>Funds for stipends and materials for after school clubs.</p>

Commitment 1

		<p>social skills, and conflict resolution.</p> <p>When given opportunities to voice concerns, take part in mediation, interact with SEL activities, and participate in clubs, students will have a deeper sense of belonging resulting in increased student engagement. As a result, increased academic performance, as evidenced by I-Ready results and classroom formal/informal assessments results will exist.</p>	
<p>Weekly dedicated restorative circle time</p>	<p>Each class will devote time (30 minutes-more or less as necessary) minimally, to conduct restorative circles wherein students’ voices will be heard, to share experiences, they have had wherein their sense of belonging was either compromised or enhanced. These meetings will be a combination of student led/teacher led discussions. The class will brainstorm ways of how kindness could have prevailed during these experiences with the goal of having students modify their behavior in future similar situations to ensure they uplift</p>	<p>Utilization of the book <u>Circle Forward: Building a Restorative School Community</u> that was purchased last year for all teachers. Notes/anchor charts related to topics discussed will be created and displayed/distributed. Daily teacher classroom observations will take place to monitor the rate of improved student interactions to determine if</p>	<p>Purchase of professional materials and children’s literature related to restorative practices such as <u>Wally and Freya</u> and SEL Restorative Practice Guides.</p>

Commitment 1

	rather compromise others sense of belonging.	topics need to be revisited. Student surveys related to topics discussed will take place to gauge the rate of improvement in these areas.	
Explicit dedicated SEL Instruction/activities	Ensure that the Patchogue-Medford SEL framework, in addition to other methods of appropriate SEL activities (Restorative Circles) are applied with fidelity and that teachers are dedicating appropriate amounts of time to SEL.	<p>Student self-reflection (written and oral) will take place to determine levels of understanding of strategies taught.</p> <p>Observations of classroom interactions and students' decision-making strategies will occur.</p> <p>Principal will review teacher's SEL lesson/unit plans for evidence of activities devoted to SEL.</p>	Funds to purchase materials associated with the SEL activities.
Highlight materials that represent and affirm student identities	Last year we were able to utilize funds from the Advancing Equity committee to purchase a large quantity of literature written and developed by racially, culturally, and linguistically diverse perspectives, that promotes empathy and addresses the concepts of power and privilege. Now that these items are in the classrooms, professional development based on familiarizing the teachers with the titles and what standards they can be	Classrooms will contain and students will interact with literature that celebrates diversity, contains components/examples of empathetic behavior, and investigates power and privilege. Events in this literature will serve as anchor experiences to be referred to in authentic	Stipends for teacher leaders to analyze the materials purchased and identify standards, write exemplar lesson plans, and collaborate with teachers to help guide their use of these new materials.

Commitment 1

	used to cover will take place. This will take place during morning PDP and monthly faculty meetings and grade level meetings. Utilization of these materials will create a sense of belonging for all students. This combined with learning in an empathetic environment will result in, students being more engaged and academic performance will increase as evidenced on I-Ready results and formal/informal assessments.	settings that students can relate to on a personal level Role playing of various scenarios will be incorporated into classroom instruction to provide students opportunities to demonstrate an understanding of these concepts	
Weekly meetings between groups of students and Principal/Community Liaison	Last year we began scheduling time each week to meet with student groups to assess school climate, provide student voice and learn of concerns related to this commitment. Meaningful data was collected because of these interviews and revisions to school procedures enacted such as <u>assigned</u> teacher supervisor spots at recess	Principal/student Liaison will survey students after meetings to gauge levels of success with addressing their ideas/concerns. On-going observation to gather evidence of implementation of items discussed will occur.	
Opportunities for students to learn about each other's cultures and traditions	Students will continue to be encouraged and given opportunities during scheduled circle times to share their heritage and traditions as well as life experiences. Projects dedicated to learning about various cultures and their histories will be completed. By learning about other cultures through various modalities, (art, music, physical activities, dance, currency, traditions) we will not only be teaching acceptance/tolerance, but the resulting sense of belonging will translate	Classrooms will contain and students will interact with resources written and developed by racially, culturally, and linguistically diverse perspectives. Student projects related to their own cultures will be displayed in the classrooms and hallways. Student writings/drawing will be housed in the "Cultural	Funds to provide assemblies and virtual field trips and events that celebrate diversity and provide opportunities to learn of various cultures, equity, power and privilege.

Commitment 1

	into increased academic performance as evidence by I-Ready results and formal/informal assessments.	Corner” for other students to self-select to read.	
--	---	--	--

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	We utilize Restorative Circles in our classroom	85%
	I have a trusted adult I can turn to at Canaan School	85%
Staff Survey	We utilize Restorative Circles in our classroom	90%
	Students have a trusted adult they can turn to at Canaan School	85%
Family Survey	Restorative Circles take place in my child’s classroom	75%
	My child has a trusted adult he/she can turn to at Canaan School	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.

On student survey, 85% of students will indicate that they participate in Restorative Circles.

On student survey, 85% of students will indicate that they have a trusted adult to turn to at Canaan School.

Existence of circle time observed during classroom visits.

SEL components contained in lesson plans.

The existence of student interviews and evidence of its effectiveness through review of meeting minutes and students’/staffs’ modified decision making.

Student participation in after school clubs.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Continue our commitment to ensuring that every child is engaged in meaningful learning that is relevant to them.</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>As mentioned in "<u>How Learning Happens</u>," every child must be engaged in meaningful learning that is relevant to them. For students to truly "own" concepts presented, they must understand "why" they are learning what is being presented and "how" is it relevant to their lives. After analyzing data collected during our <u>student interviews</u>, it has become evident that there exists among the representative group of students interviewed, a need for explicit vocabulary instruction related to topics such as equity, power, and privilege, as well as the curriculum at large.</p> <p>In reviewing I-Ready data, it has become apparent that vocabulary acquisition is an area of concern. This is especially true for our English Language Learners and classified students. For instance, 100% of students in our grade 5 Transitional Bilingual class fall into the tier 3 category in reading. Similarly, our grade 5 self-contained class had only one student not deemed tier 3. Our general education population had 20.59 percent of students deemed tier 3 and 42.65 deemed tier 1. This achievement gap is an area of concern that must be addressed. When reviewing reports in I-Ready, it is apparent that vocabulary acquisition plays a tremendous role in student performance. We are committed to providing vocabulary instruction in an equitable fashion so that all students meet with success in this area and the number of tier-3 students in the above-mentioned subgroups decreases.</p> <p>Students have presented confusion when tier two and three vocabulary words were utilized in student interviews as well as on the NYS State practice exams that we proctored. As we interacted with students and reminded them of previous lessons and anchor experiences, many then remembered learning concepts. However, they couldn't associate the relevant vocabulary words with the concepts.</p> <p>For meaningful learning to take place it is essential that students "own" relevant vocabulary to fully grasp material presented and understand its relevance. Without a sound cache of vocabulary words, students cannot make meaning of texts, nor answer questions related to the texts.</p>

Commitment 2



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?
Frontload vocabulary	At the start of a new unit or lesson, teachers will explicitly present relative vocabulary words and their definitions.	<p>Vocabulary word walls will be present in each classroom</p> <p>Visual representations of definitions will be utilized where appropriate to further enhance understanding</p> <p>Student vocabulary journals wherein they record relevant vocabulary words, and their definitions will be maintained</p> <p>As meaningful student questioning is a sign of active engagement, this commitment will result in increased academic achievement as evidence by</p>	Funds to purchase student journals and KWL charts.

Commitment 2

		I-Ready results, as well formal/informal classroom assessment.	
Learning targets will contain tier two and three words	<p>Teachers will utilize Webb’s Depth of Knowledge and Blooms Taxonomy when formulating learning targets</p> <p>The professional book (or its equivalent) Learning Targets, written by Connie M. Moss and Susan M. Brookhart will be utilized to enhance teachers understanding of the use of learning targets.</p>	<p>Displayed learning targets will contain higher order words</p> <p>Learning targets will be unpacked, and tier two and three words defined.</p> <p>The introduced tier two and three words will be utilized throughout instruction on a regular basis to reinforce the meanings for students</p> <p>Students will become familiar with synonyms of presented tier two and three words to demonstrate their understanding of the words.</p>	
Explicitly teach students how to ask questions utilizing learned vocabulary	Continue utilizing the questions stems based on Bloom’s Taxonomy that were posted in all classrooms last year.	Teachers/students will utilize the questions stems displayed in all classrooms based on Bloom’s Taxonomy when formulating questions and having discussions.	

Commitment 2

	Teachers will post Webb’s Depth of Knowledge charts in all instructional spaces to be used as a resource throughout the year.	Teachers/students will explicitly refer and model how to utilize the posted Webb’s Depth of Knowledge charts that each classroom will have posted	
Embed student reflection	Time will be allotted for students to self-reflect on their understanding of vocabulary words presented	Exit tickets will include opportunities for students to reflect on their command of the words presented. Teachers will utilize these exit tickets to determine words that need to be further explored	
Provide professional development on methods of assessing vocabulary words.as they do on NYS exams	The professional books, <u>Teaching Vocabulary</u> written by Robert Marzano, <u>Vocabulary at the Core</u> written by Amy Benjamin and John T Crow will be utilized as a resource to help realize this commitment.	Teachers will be observed utilizing strategies contained in the provided professional books.	Funds for professional materials.
Utilize practice NYS Exam materials wherein vocabulary words are assessed	Teachers will assess vocabulary words utilizing the methods contained on the assessments. For example, “In this sentence, the word analyze most like means,” as opposed to, “What is the definition of analyze?”		Funds for practice materials such as <u>Rallye</u> .

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	My teacher presents new vocabulary in a manner that allows me to understand the meaning of the words and how to correctly use them.	85%
Staff Survey	I present new vocabulary in a manner that allows students to understand the meaning of the words and how to correctly use them.	85%
Family Survey	My child has indicated that he/she understands the meaning of new vocabulary words and how to use them.	80%

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.

As vocabulary acquisition is a necessity for students to be actively engaged in their learning, we believe that academic performance will increase. We believe that a larger percentage of students will meet their I-Ready targets this year as opposed to last year.

We believe that we will observe the “front-loading” of vocabulary, the use of accompanying visuals, Tier- 2 and Tier 3 vocabulary used in learning targets, vocabulary walls and additional strategies to promote the acquisition of vocabulary contained in the professional books purchased.

We believe that by January 85% of our students will indicate on a student survey that explicit vocabulary instruction takes place in their classrooms.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	
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? 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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

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

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
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? 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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

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

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	I-Ready
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Through a sense of belonging in a restorative environment, and active student engagement in acquiring vocabulary, we envision students’ academic progress to increase this year over last year as evidenced by the comparison of I-Ready results in Math and ELA.
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
Cassandra Doherty	Teacher-Special Education
Robert Epstein	Principal
Karen Eten	Teacher Grade 3
Laura Hanzich	Teacher ESL
Jeanne Huggard	Library Media Specialist
Jill Kolesar	Parent
Eileen Rella	Social Worker
Kristi Rossy	Parent
Lori Stratton	Teacher Grade 1
Danielle Steinberg	Community Liaison

Our Team's Process

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
04/12/2022			X	X		
05/24/2022		X		X		
06/01/2022	X					
06/07/2022	X					
06/09/2022	X					
06/10/2022	X					
06/15/2022					X	
07/18/2022					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

After analyzing the data collected during student interviews, the team designed commitments to address what was voiced.

The interviews made us aware that many students have not identified a trusting adult in the building to whom they can turn and were unfamiliar with components of restorative practices. The team designed commitment 1 to address this. The interviews also made clear that there is a need for explicit vocabulary instruction related to power and privilege, restorative practices and across all curriculum areas at large. As vocabulary acquisition leads to deeper learning, the team created commitment 2 to ensure that strategies exist to promote students' acquisition of vocabulary.

Equity Self-Reflection

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

Through completing the Equity Self Reflection, it became apparent to the team that there exists a strong need at Canaan Elementary School to assess school climate using a variety of measures. We have embedded strategies into our plan to promote student voice and assess school climate on a regular basis. Additionally, the Equity Self-Reflection indicated that an increase in student leadership opportunities was necessary. Therefore, we created several strategies that will allow for student leadership to occur so that a sense of belonging exists and students have a vested interest in examining/reacting to areas related to school climate.

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.