



School Comprehensive Education Plan 2021-22

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

Collaboratively Developed By:

The Medford Elementary SCEP Development Team

SCEP Team Members: Dr. Sharon Deland, Karla Molina, Lauren Friel, Kristen Elliott, Jessi Sweet, Lauren Smith, Nicholas Ceballos, Barbara Leuly, Doreen Phillips, Melissa Cole, Fanny Suarez Penaloza

And in partnership with the staff, students, and families of Medford 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 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 2021-22?</p>	<p><i>We commit to building a more culturally responsive school community.</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><i>The Patchogue-Medford School District has committed itself to creating authentic and creative learning experiences for its students. For almost a decade, it has embraced the whole child. Although Medford Elementary is, and has been, a diverse school with a diverse teacher population and its diversity is celebrated in the building and in our dual language classrooms- it is not celebrated equally throughout the building.</i></p> <p><i>Neither the parent surveys or student interviews suggested this as an area for growth; however, the results of the Equity Self-Reflection indicated that the curriculum can be improved, and the materials provided more inclusive to provide more opportunities to celebrate culture with culturally responsive practices. Thus, we commit to building a more culturally responsive school community to include instructional practices and materials that enhance our curriculum and celebrate our community's diversity.</i></p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Work with families early to gather insight into student cultures, goals, and learning preferences by providing multiple opportunities for parents to communicate in their language and method of preference I.e., Zoom, in-person, email, Remind, etc.	Contact families prior to school year using parent preference questionnaire sent home with initial welcome back mailing. Using parent preference noted on questionnaire to build rapport and develop positive relationship with our families and students.	Creation of a log sheet, monitored by the teacher to track communication between family and school. In the mentor text, <u>Managing Diverse Classrooms How to Build on Students Cultural Strengths</u> by Rothstein-Fisch and Trumbull, communication with families that are bussed to school, assist teachers in understanding their students' culture and promotes parent/teacher relationship and participation in student education.	Time to create parent preference questionnaire, spreadsheet for contact preference, money for teacher conferences outside contractual hours. Supportive measure for teachers (language lines).
To provide resources, written and developed by racially, culturally and	Partner with students to inventory existing classroom libraries and engage students in the process of selecting appropriate racially, culturally,	Success will be creating a space where students can find themselves represented and reflected, and where they understand	The purchase of racially, culturally, linguistically diverse literary materials for classroom libraries.

Commitment 1

<p>linguistically diverse perspectives.</p>	<p>linguistically, diverse literary materials to foster diverse perspectives.</p> <p>Purchase of signage that is bilingual and ensure that the outdoor electric sign is always in two languages.</p>	<p>that all people are treated with respect and dignity. In the mentor text, <u>Building Equity</u>, by Smith, Frey, Pumpian, and Fisher, they referenced that equitable schools engage and inspire learners by providing student voice and aspirations.</p>	<p>The purchase of bilingual signage for various areas around the building to ensure that all are in two languages.</p>
<p>Appoint a Building Community Liaison</p>	<p>Partner with Principal to encourage and support the building vision and mission statements; plan and lead community-wide multicultural events- including the return of our Hispanic Heritage Night.</p> <p>The liaison will work with principal and PTA to provide assemblies to students that speak to embracing and celebrating diversity.</p>	<p>Student and family surveys (winter and spring)</p> <p>Student roundtables (ongoing)</p>	<p>Schedule of desired events</p> <p>Money for the Liaison position</p> <p>Money for the supplies for the Hispanic Heritage Night</p> <p>Money and time to plan the multi-cultural events</p> <p>Time to create and review the student and family surveys and their corresponding results</p>

Commitment 1

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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"> • My classroom library has books that represent my culture, race and gender. • I learn about the achievements of people who look like me. 	85% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have diverse materials in my classroom library that represent the culture, race, and genders of the students in my class. • The students have opportunities to learn about the cultures that are represented in our school community and see themselves as part of the community. • I have opportunities to grow and learn about cultural responsiveness. 	85% of staff will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • The school values the background and identities of all students. • The school's programs reflect, respect, and value the diversity of the community. • My child feels connected to the school. 	85% of families will agree or strongly agree

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 2021-22 school year.

All students will participate in assemblies regarding cultural diversity.

All students will participate in multi-cultural showcase – Heritage Night (event during the day for students).

All teachers will participate in professional development on cultural competence.

Classroom libraries will be evaluated and infused with text to ensure diversity.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to meeting students where they are by utilizing PLCs to leverage student 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><i>We believe as a school that in addition to being able to control the school culture and climate, the one thing we can control is instruction and it is the most powerful lever with a tremendous impact on students' academic performance. In order to accurately and effectively apply that lever, we must start where our students are and understand what currencies students bring with them. We also know that we must expect to get our students to their goal and build proactive supports to catch them before they fail. In the interviews, students shared that classwork, and homework, can at times be too difficult, or for some too easy. Students identified that they do not always self-report their ability accurately and although they expect the teacher to help them the students are unable to attend extra-help. Additionally, 42% of the parents surveyed responded that the school has a strong curriculum that meets the needs of their child(ren) and 49% responded that they receive specific assessment information about their child(ren)'s progress. The results of the Equity Self-Evaluation also revealed that as a school we need to facilitate teaching and learning practices that enable students to grow as independent learners, think critically, make meaning of new concepts in multiple ways and apply learning to meaningful ways.</i></p> <p><i>PLCs (teacher teams) have a direct impact on student performance and will begin by capitalizing on student strengths and then serve as a forum to explore and implement instructional strategies and supports that speak to our students' diverse learning styles.</i></p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Start where students are.	<p>Teachers will use students' diagnostic data, observation results, and information from parent survey and student question to triangulate the data and determine students' individual learning needs and levels.</p> <p>Unpack IReady reports including instructional grouping reports and focus professional development on differentiation.</p>	<p>Teachers will understand what currencies students bring with them to the classroom and use to acquire intellectual capital and which strategies and skills students need next. (Oct.)</p>	<p>Schedule, PD and time to review and triangulate student data and utilize instructional groupings and differentiation.</p>
Develop and implement a protocol for teachers to analyze data and use to inform instructional planning and interventions.	<p>Principal will provide teachers with data protocols.</p> <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 meet individually with each teacher at least once every two months</p>	<p>Grade level teams will utilize the protocols to identify student needs and inform instructional decisions (October).</p> <p>All teachers will have a plan in place for supporting individual students based on assessment data (December)</p>	<p>Time will be needed for PD. Grade level teams will need to dedicate time to implement data protocols.</p> <p>Principal will need time to develop protocols, create structures and infra structures, meet with teachers individually, and create differentiated</p>

Commitment 2

	<p>to support their understanding of student data and the importance of the triangulation of the data to inform instructional planning and intervention.</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>professional development.</p>
<p>After school Level Up Club</p>	<p>Students will be offered to participate in the Level Up club. This club will be offered in a rotation for those students who are not successfully participating in the IReady program.</p>	<p>All students will successfully complete 45 minutes of reading and mathematics each week.</p>	<p>Money to run the club.</p>
<p>Book Studies and Action Research</p>	<p>Teachers will be offered to participate in book studies based on interest and/or participate in the seven-step cycle of action research as a method to improve their practice.</p>	<p>During fair share teachers will share the results of the implementation of their new learning.</p>	<p>Money for book and release time for teachers.</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> • My school provides the support I need to be successful. • My school challenges me in what we are learning. 	85% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have the resources to engage my students in differentiated instruction to meet their individual needs. • The school makes sure all students experience success. 	85% of staff will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • My child feels successful at school. • My child receives appropriate instruction. 	85% of families will agree or strongly agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

All students will demonstrate annual typical growth in iReady for reading and math.
 Student data will be reviewed each trimester for additional reading and math supports.
 All students will complete 45 minutes of IReady in mathematics and reading each week.

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 2021-22?</p>	<p><i>We commit to deepening connections among students, staff, and the community.</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><i>The 20-21 school year presented challenges and disruption to the school experience. While 94% of the students attended in-person, half the school year was a hybrid model whereby the students attended in-person two days with one day of synchronous instruction and two days of asynchronous instruction. While in person, the students remained 6 feet apart from their peers. When we returned to full instruction, the distance decreased in some instances; however, the space was replaced with shields which increased the barriers of communication. Additionally, students have missed out on extra-curricular activities, field trips, and the social interactions that are part of childhood. While completing the Equity Self-Reflection we recognized that this year was the first in many that we were unable to celebrate student cultures with our Heritage Night, an event that students, families and staff prepare and look forward to all year. Furthermore, from the student interviews, the idea of strengthening teacher-student relationships emerged as well.</i></p> <p><i>A driving value behind our school is the collective belief that we have a shared responsibility for providing our children with the skills necessary for them to be socially, emotionally, and academically prepared for middle school. The adjustments and disruptions in life in response to COVID-19 made student interactions difficult. Therefore, we seek to prioritize deepening connections among students, staff, and the community.</i></p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop authentic relationships with students.	<p>Positive greetings at the door</p> <p>Administrator will commit to learning the names of all the students in the building.</p> <p>Feelings Check in – having students identify and express their feelings/emotions and its root cause</p> <p>Self-Reflection/Weekly Reflection – student self-assessment and empowerment</p> <p>Start True to Be You Club – the club celebrates the individuality of students and who they are.</p>	<p>Teachers will greet student by name and aim to have positive interaction before the day begins.</p> <p>Principal will learn all students' names by November.</p> <p>If students can identify how, they are feeling and name their emotion they are taking ownership – improve by conferencing with student</p> <p>The club is designed to empower and support students.</p>	Time, space and funding to cover cost of creating check in chart, feeling thermometer, and chaperones for club.
Fine tune restorative practices (adopted in 19-20)	School will utilize materials that reflect restorative practices (books, literature, signs, posters)	Signage will be reflective of restorative practices (Oct)	Time for principal to develop and provide PD to enhance current morning meetings.

Commitment 3

	<p>School principal will model affective statements when interactive with staff and students.</p> <p>Teachers will refine Morning Meetings to include restorative circles.</p>	<p>School community will use affective statements when interacting with each other (Jan)</p> <p>All students will participate in restorative circles (Dec)</p>	<p>Time and money for staff to develop plans on restorative circles.</p>
<p>Incorporate SEL into lessons</p>	<p>Incorporate SEL into every lesson improves participation, builds trust, and sustains effort.</p> <p>Have students create SEL goal for themselves.</p> <p>Have teachers incorporate SEL skills into all aspects of lesson from motivation, to accessing prior knowledge, providing direct instruction, time to experiment and discover, assessment, and closure of lesson.</p> <p>Assemblies that support SEL</p>	<p>Students will work from their strengths, advocate for their needs, and invest in their plans for improvement by choosing from a menu of options, engaging in problem solving, relying on their skills, and commitment to completing their work.</p> <p>Students will identify their feelings, set personal goals and work from their strengths as they seek mastery through repetition.</p>	<p>Time for PD on how to incorporate SEL into every lesson; time to create prompts that support SEL in every lesson; Time to allow teachers opportunity for self-reflection and incorporation of SEL skills into lessons.</p> <p>Money for assemblies</p>
<p>Appoint a Building Community Liaison</p>	<p>Building Community Liaison will provide general supervision of students in unstructured settings to facilitate affective, positive interactions and restorative practices.</p>	<p>Reduction in suspension and detention rates.</p> <p>Students will be able to identify that conflict is a natural part of life, know how to genuinely accept, and offer an apology.</p>	<p>Time and money to participate in professional development on restorative practices.</p>
<p>Adopt SEL/Restorative Program and hire a</p>	<p>Principal will present program to the community.</p>	<p>Teachers will have goal setting conferences with students. Students will</p>	<p>Money, space and time to adopt a program, hire a SEL liaison, and</p>

Commitment 3

<p>liaison to assist with its implementation.</p>	<p>Staff will receive training on the program.</p> <p>SEL liaison will assist with the adoption and implementation of new program and supporting the teachers with morning meetings and restorative practices</p>	<p>know their individual goals and be able to speak to their goals.</p> <p>Choice boards for professional development on SEL and restorative justice will be created for differentiated professional development.</p>	<p>to create the choice boards to differentiate professional development for teachers and staff.</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> • I feel like my teacher knows the real me. • I can be myself at school. • The school has helped me to navigate my emotions. 	85% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have opportunities to grow, learn and implement SEL. • The school values the work I do to support student success. 	85% of staff will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • My child receives the support they need for their social emotional success at school. • The staff at school cares about my child. 	85% of families will agree or strongly agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

All teachers will greet students at the door each morning.

All teachers will have students participate in feelings check in to support their feeling part of a community and to assist with self-regulation.

All students will participate in goal setting conferences with classroom teacher at least once every trimester.

Teachers will participate in differentiated professional development regarding SEL and restorative justice.

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 2021-22?	
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?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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		
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 2021-22 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	The building is continuing with the implementation and use of iReady K-5 to support and differentiate literacy and mathematic instruction.

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	IReady will allow the school to meet students where they are. This adaptive program creates a pathway that challenges students and differentiates based on student’s strengths and needs. This will allow for transparent conversations with teachers, families and students allowing for student ownership of learning as well.

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	

Evidence-Based Intervention

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
Dr. Sharon Deland	Principal
Lauren Smith	Teacher
Lauren Friel	Teacher
Jessi Sweet	Teacher
Nicholas Ceballos	Teacher
Barbara Leuly	Teacher
Karla Molina	Teacher
Kristen Elliott	Teacher
Doreen Phillips	Parent
Melissa Cole	Parent
Fanny Suarez Penaloza	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
4/19, 4/20, 4/21, 4/22, 4/23	X					
5/12		X	X			
5/19				X		
5/26				X		
6/2					X	
6/9					X	
6/16					X	X

Learning As A Team

Directions

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

Student Interviews

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

After completing the student interviews, we determined that students felt that it was important to improve student-teacher relationships, differentiate instruction, and that student-teacher conferences occur to assist students in creating goals in both literacy and math to create a sense of student ownership and foster an understanding of where students are and where they are going.

Equity Self-Reflection

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

We learned that our strength is in our welcoming and affirming environment, but even there we have work to be done such as the continuation of SEL programs (restorative justice) and materials that highlight and affirm student identities. Addition strength was in our inclusive curriculum and assessment due to our strong bilingual programs and the adoption of the ENIL program. Areas for upgrade include expectation and rigorous instruction as well as ongoing professional learning and support. As it is difficult to focus on too many things to do them well, the team elected to focus on the creation of learning communities.

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.