



School Comprehensive Education Plan 2021-22

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 2021-22?</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>Prior to the pandemic, we have always struggled with building community relations with certain segments of our school community, more specifically with those living in poverty and our large Latino community base. For more than a year, we have been isolated, the lack of community events has broadened that divide. Our end-of-the-year surveys provided similar concerns from parents. Initially 50% of students were virtual based on their cohort. Those that attended in person remained 6 feet apart from their peers. Students and parents missed out on community events, extracurricular activities, field trips, and the social interactions that are part of community relationships. Both staff, students and parents had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends, strengthening existing friendships and building strong relationships with teachers and staff. Parents missed out on forming bonds with other parents, classroom and school visits and participating in school events.</p> <p>When completing the Equity Self-Reflection 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 learning, 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. 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 our collective belief that we have a shared responsibility for providing our community with the skills necessary to assist their children to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 eliminated community forums making student interactions and citizenship increasingly difficult.</p>

Commitment 1

We seek to prioritize restoring and developing relationships both within our school and within our community to improve student outcomes. The quality of our relationships and social interactions shapes our ability to learn.

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?
Appoint a Community Partnership Liaison	<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 parents understanding of communication tools and academic expectations in coordination with the instructional coach.</p> <p>Community liaison will assist in extracurricular activities to increase socialization. Clubs can begin in October.</p>	<p>We will utilize student, teacher, and family surveys to acquire feedback. Initial focus will be from April 2021 survey. Additional surveys will be administered following community-based activities in the fall/winter and spring. 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>
Appoint an Instructional 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	Fall survey to develop professional development calendar.	Funding for position Funding for materials Funding for on-going PD

Commitment 1

	parent involvement.	Exit tickets to improve/change professional development calendar. Winter/Spring survey for community/teachers to gauge effects of professional development.	
Appoint a Technology Liaison	Will provide professional development to improve teacher understanding/use of learning platforms in coordination with the instructional coach.	Winter/Spring survey for teachers/students/community	Funding for position Funding for materials Funding for on-going PD
Identify grade level academic leaders	Grade level leaders will coordinate with instructional coach to support parents in understanding of grade level expectations and outcomes.	Fall/Winter/Spring survey for parents	Funding for evening workshops
Develop and run two community wide events	Identify and develop high interest events to improve student and community involvement outside of daily educational expectations.	Fall community survey to identify event ideas. Spring survey to gauge success of events.	Funding for event/materials.

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>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>	Based on the initial fall survey there will be a 10% increase in positive responses on the provided survey questions.
Staff Survey	<p>Has your building provided professional development of learning platforms and online communication tools to support your instructional technology growth?</p> <p>Professional development opportunities are provided for teachers to assist them with supporting parents and guardians in their role with their students' education.</p> <p>Did your building provide additional support/opportunities based on your feedback after you implemented strategies learned from professional development opportunities?</p>	Based on the initial fall survey there will be a 10% increase in positive responses on the provided survey questions.
Family Survey	<p>I understand and am frequently informed about my child's progress in school.</p> <p>I am aware of grade level expectations and outcomes.</p>	60% of parents will indicate on the family survey that they receive updates on their child's progress.

Commitment 1

	<p>I received and understood the information shared with me regarding my child’s diagnostic iReady results.</p> <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>*Only 47% of parents indicated on the April 2021 family survey that they received updates on their children's progress.</p> <p>50% of parents will indicate on the family survey that they receive updates on their child’s progress.</p> <p>*Only 39% of parents indicated on the April 2021 family survey that they were frequently informed about their child’s progress in school and that received and understood their iReady diagnostic results.</p> <p>The school will develop and provide 5 parent workshops between the months of October 2021 and February 2022.</p> <p>50% of parents will indicate that they have attended at least 2 workshops provided by the building.</p> <p>*84% of parents indicated on the April 2021 family survey that they would be interested in attending workshops to support their children’s education.</p>

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 staff will receive training and professional development opportunities to support their understanding and implementation of technology platforms and strategies to support continued communication with students, parents and community. (70% of staff will agree that they have been supported in their professional development)

All students will be provided opportunities to participate in extracurricular activities and clubs. Improve participation in after-school clubs (70% of students staying at least once a week)

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 2021-22?	We are committed to deepening connections with our students by partnering with students for collaborative decision making to create extra-curricular activities, learning style preferences, integration of technology, and increase community engagement.
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>	<p>Due to the pandemic, the way we have learned and interacted has shifted dramatically. The negative impact of decreased social interaction and restricted activities took its toll on students. A school-wide survey was conducted to allow the students to share their concerns. Based on the results of the student survey, it is evident that student's want their voices heard. This was apparent after the students completed a building wide anonymous survey. In Patchogue-Medford we believe in educating the Whole Child. We know that social interaction and mental health play a vital role in student success.</p> <p>Many of the strategies to deepen student connections that were being developed before the pandemic were placed on hold to focus on new priorities that had surfaced. Now is the time to bring these matters back to the forefront.</p> <p>When completing the Equity Self-Reflection one of the focuses of the culturally responsive framework 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. At Bay, we strive to meet the needs of each student in ways that are unique and student focused. The student interviews/surveys allow teachers to hear student voices and become aware of the different learning styles that can be implemented in the classroom in order to improve the learning environment for the student. 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>

Commitment 2

We are committed to not only make up for lost social connections, educational opportunities, and shared community experiences brought about by the pandemic, but create a long-term plan that builds all these aspects even stronger than before.

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>Group projects and cooperative learning will occur in all parts of the school day.</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>Student surveys (Winter and Spring)</p> <p>Initial focus will be from June 2021 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 after-school activities based on student interest.</p> <p>At least 65% of students will sign up for at least one extracurricular activity.</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> <p>Create a liaison position to gauge student interest and</p>

Commitment 2

			<p>inform students of opportunities available.</p> <p>Hire teachers to be club advisors.</p>
<p>Create 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 '22)</p> <p>Student reflection upon completion of the event (spring '22)</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 & technology liaison will assist.</p>	<p>Teacher surveys (winter and spring '22)</p> <p>Student surveys (winter and spring '22)</p> <p>Student reflections</p>	<p>Funding for technology liaison to provide training on different educational websites that can scaffold teaching.</p> <p>Use of instructional coach to support teachers and technology liaison with implementation of educational technology</p>

Commitment 2

<p>Appointment of a technology liaison</p>	<p>Will provide professional development to improve teacher understanding of learning platforms in coordination with instructional coach.</p> <p>Assist with student 1:1 devices and support teachers with classroom technology and applications.</p> <p>Assist with teacher communication using technology.</p>	<p>Winter/Spring survey for teachers/students/community</p>	<p>Funding for position Funding for ongoing professional development</p>
<p>Appointment of instructional coach</p>	<p>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.</p>	<p>Create and implement differentiated strategies with the teachers for their students based on iReady results.</p> <p>Fall survey to develop professional development calendar.</p> <p>Exit tickets to improve/change professional development calendar.</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>

Commitment 2

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 how I learn.</p> <p>I learn about other cultures.</p> <p>I feel safe discussing my own culture with my peers.</p> <p>I have access to books where I can learn about other cultures.</p> <p>My race, culture, gender is celebrated in the work we do at school.</p>	65% for all
Staff Survey	<p>I have opportunities to learn how I can use technology to enhance student understanding and interest.</p> <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 supports and assists me with technology.</p>	75% for all

Commitment 2

	<p>My building coach comes into my classroom to support me and my students.</p>	
<p>Family Survey</p>	<p>The staff at the school care about my child’s interests.</p> <p>My child feels connected to the 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 understand district-wide test results that come home with my children.</p> <p>I receive updates on my children's progress in class.</p>	<p>75% for all</p> <p>60% of parents will indicate on the family survey that they receive updates on their child’s progress.</p> <p>*Only 39% of parents understood the district-wide results from their child’s grade level proficiency in the spring ‘22 survey.</p> <p>65% of parents will indicate on the family survey that they receive updates on their child’s progress.</p> <p>*Only 45% of parents indicated that they received updates on</p>

Commitment 2

		their children's progress as per the spring '22 parent survey.
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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 2021-22 school year.</p> <p>Student participation in after-school clubs (65 % of students staying at least once a week)</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 regarding cultural diversity.</p> <p>All students will participate in a multi-cultural event, showcasing a project surrounding 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>

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>We are committed to supporting the whole child by utilizing Data Driven PLCs to evaluate the social, emotional, and academic needs of our students by preparing, encouraging and fostering an inclusive and cooperative learning environment.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>At Bay we are committed to educating the whole child and improving the learning environment for our students. Students have indicated through surveys/interviews, that they would like a choice in how they learn as well as a variety of learning practices.</p> <p>When completing the Equity Self-Reflection Survey, we realized there was a need to focus on facilitating teaching and learning practices that enable individuals to grow as independent learners, think critically, and make meaning of new concepts in multiple ways.</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, drafting, mapping, and aligning in order to meet the goal of high expectations and rigorous instruction for all students.</p> <p>Based on the 2020-2021 iReady data for Grades K-1, <u>58%</u> of our students are at or above grade level in reading and <u>39%</u> of our students are at or above grade level in math.</p> <p>Based on the 2020-2021 data for Grades 2-4, <u>49%</u> of our students are at or above grade level in reading and <u>40%</u> of our students are at or above grade level in math.</p> <p>Covid slide has widened some achievement gaps. The creation of PLCs can increase student achievement by first capitalizing on student strengths and then serving as a platform for teachers to explore and implement instructional strategies that will speak to our students' diverse learning needs.</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</p>

Commitment 3

as teamwork and empathy, which help them thrive inside and outside of the classroom.

Promote alternative achievement metrics that support the PLC.

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?
Schedule PLCs to meet and discuss data and instruction	-Teachers will meet on an ongoing basis with the Instructional Coach and Grade Level Leaders to analyze I-Ready and student writing data to create data driven decisions surrounding instruction.	I-Ready Diagnostic results (Winter & Spring '22) Teacher Surveys (Winter & Spring).	-Grade level teams will need to dedicate time to implement data protocols. Protocols and structures to support PLC's. -Schedule- Provide and commit to scheduled weekly common planning time within the grade level teachers along with the Instructional Coach. Schedule to be posted on Teams calendar.
Appoint Grade Level Leaders	Grade level leaders will review diagnostic data, observation results, and information from parent survey to triangulate the data and determine students' individual learning needs and levels.	I-Ready Diagnostic results (Winter & Spring '22) Teacher Surveys (Winter & Spring).	Funding for Grade Level Leaders stipends

Commitment 3

	They will meet with the instructional coach to review data.		
Appoint Extracurricular Club Liaison	-Providing students with a combination of in-school and extracurricular opportunities that encourages self-motivated learning. -The liaison will work with students and staff to gauge interest/needs to develop academic strategies and afterschool clubs.	Student/Teacher (Interest Survey-Fall '21) Reflection surveys (Student/Teacher- Winter & Spring '22).	Funding for position & Club Advisors Funding for materials
Appoint Building Instructional Coach	-The instructional coach will provide staff development to support the K-5 staff ensuring that all teachers are using differentiated strategies to meet student needs. -The coach will provide professional development and assist teachers in conducting goal setting conferences with students to ensure students are taking ownership of their learning.	Create and implement differentiated strategies with the teachers for their students based on iReady results. Students will be able to articulate goals and keep track of their progress towards their goals.	Funding for position Funding for materials Funding for on-going PD
Appoint Technology Liaison	Assist with student 1:1 devices and support teachers with classroom technology and applications in coordination with the instructional coach.	Winter/spring survey for students, teachers, and community.	Funding for position Funding for materials Funding for on-going PD
Structured vertical collaboration that focuses on sharing strategies from previous grade levels	Creating One Note collaborative files for each grade level with the following components: 1) a space for the grade-level teachers to enter	Teachers are collaborating with colleagues in the grades below and above them	-Utilize Teams platform -Schedule for teachers to connect

Commitment 3

	<p>the curriculum to be covered in the upcoming month 2) a space for the teachers in the grade level below to enter strategies, resources, and mnemonic devices that were used in the previous grade. The instructional coach will assist. This will be completed monthly.</p>	<p>regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously. Teachers are referencing these strategies, resources and mnemonic devices regularly during instruction.</p>	<p>with colleagues in the grade level above and below them</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	My school challenges me in what we are learning. My school allows me to share my learning in a variety of ways. I know when I am on the right track in school.	60%
Staff Survey	I have the resources to engage in relevant and rigorous teaching. The school makes sure all students experience success. I am provided opportunities to collaborate with my colleagues about curriculum and data. I am using the coach as a resource to enhance my teaching. I am working with my students and the coach in the classroom.	65%
Family Survey	My child feels successful at school. My child receives academically rigorous instruction. I am frequently informed about my child’s progress in school.	60%

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.

Commitment 3

By Spring 2022, 63% of students in grades 1-2 will be on or above grade level in I-Ready Reading.

By Spring 2022, 44% of students in grades 1-2 will be on or above grade level in I-Ready Math.

By Spring 2022, 54% of students in grades 3-5 will be on or above grade level in I-Ready Reading.

By Spring 2022, 45% of students in grades 3-5 will be on or above grade level in I-Ready Math.

By Spring 2022, surveys will indicate increased level of improved communication for families, academic progress for students, and instructional practices for staff.

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
Frances Cardenas	Teacher
Ashley Craig	Teacher
Kim Desmond	Parent
Gail Fiorelli	Instructional Coach/Teacher
Evelyn Gonzalez	Psychologist
Sara McMurray	Parent
Hilary Moss	Teacher
Marisol Reyes	Social Worker
Christine Thomas	Parent
Alex 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
05/12/2021			x	x		
05/24/2021			x	x		
06/09/2021	x					
06/10/2021	x					
06/11/2021	x					
06/15/2021		x				
06/29/2021					x	x
06/30/2021					x	x
07/01/2021					x	x
07/06/2021						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, 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.