



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Green Island UFSD	Heatly School	PreK-12

**Collaboratively Developed By:
The Heatly School SCEP Development Team**
And in partnership with the Impact Team, Restorative Justice Team, staff, students, & families of Heatly 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 creating a culture of care as a foundation for a positive and effective 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>For more than a year, our students have had a variety of learning settings and a shorter school day. We heard in our interviews that virtual and hybrid learning was difficult for students. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a child. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. Most students who were interviewed expressed anxiety over what next year will bring, especially falling behind in their studies and a return to "normal".</p> <p>A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</p> <p>In our student interviews, we asked specifically how their relationships changed between their classmates and teachers due to the pandemic. Results were mixed. Students reported having a harder time connecting to their peers (57% mentioned the pandemic had a negative impact on their peer relationships) but were split in regards to relationships with teachers. Twenty-four percent of those interviewed reported no change in their relationships with teachers while 48% also cited that they had been able to still develop a relationship with their teachers.</p> <p>We pride ourselves on strong relationships between faculty and students. In fact, in our recent Climate Survey, 79% of students district-wide strongly agreed or agreed with the statement "I can talk to a teacher or other adult at this school about</p>

Commitment 1

something that is bothering me,” and 82% of students agreed or strongly agreed with the statement “My teachers give me individual attention when I need it”. However, only 59% of instructional staff agreed with the statement “This school is an inviting work environment,” and 76% of students interviewed (ranging from grades 4-12) expressed anxiety over being prepared for the 21-22 school year.

We know that positive relationships are key to successful learning and that students and families are anxious for what the 21-22 school year will bring. We have made small steps towards incorporating trauma sensitive practices, including restorative justice, into our school and are dedicated to creating a culture of care through increasing the use of restorative practices.

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>Infusing Restorative Practices & Social Emotional Learning to build a culture of care</p>			
<p>Restorative Justice foundational training for all faculty</p>	<p>All faculty PreK-12 will receive the foundational training on a “Culture of Care” and have the option to continue the program virtually outside of their contractual hours. The RJ Team will help facilitate these trainings when appropriate. Lanyards with restorative conversational prompts will be provided for all faculty and staff.</p>	<p>100% of faculty will complete Module 1 of the training by October 1st</p> <p>By December, at least 25% of the faculty will complete all Modules of the “Intro to Culture of Care” training.</p>	<ul style="list-style-type: none"> ● Contract with RJEd for training ● large space for in person learning ● RJ Team members available to help facilitate and organize ● At least ½ a day with all faculty for module 1 ● Stipend pay for teachers who finish the training virtually ● purchase lanyards and prompt cards

Commitment 1

<p>Using “Culture of Care” philosophy and student voice to determine 7-12 norms and expectations for the 2021-2022 school year</p>	<p>Student representatives in grades 7-12 will meet with Principal Mazzeo, the guidance counselor, and teacher representatives to create student norms and expectations for the upcoming school year. This team will present their norms to the faculty and their fellow students. <i>They will also create a PDF poster of these norms/expectations for classrooms</i></p>	<p>The team will create norms/expectations by August 30th.</p> <p>The team will share these norms/expectations with faculty and students in the first week of school in September. <i>Posters will be printed and given to teachers after the presentation.</i></p>	<ul style="list-style-type: none"> ● At least one meeting in August to develop the norms/expectations ● Time to present to faculty and students during the first week of school ● <i>Print posters</i>
<p>Creation of restorative practices micro-credentials & professional learning</p>	<p>The Impact Team will develop, promote, and support micro credentials in the area of restorative practices open to all faculty and staff to complete throughout the school year. Current RJ Team members will be provided with the opportunity to also attend advanced trainings.</p>	<p>The first version of the micro-credential catalog will be complete by August 30th. It will be shared with faculty during one of the opening Superintendent’s days.</p>	<ul style="list-style-type: none"> ● Time to develop the microcredential catalog. ● A digital version of the catalog ● time on one of the opening Superintendent Conference days to present the catalog
<p>Parent Education of Restorative Practices</p>	<p>Parents and guardians will have at least one opportunity to attend an in person workshop of restorative practices and receive monthly communication via the weekly email on how this strategy is being used at Heatly. The RJ team will help coordinate this.</p>	<p>Parents will complete an exit slip at the end of the event.</p>	<ul style="list-style-type: none"> ● Planning time for the RJ Team to create the event ● Date & Time, possibly space if not virtual

Commitment 1

<p>Opening Day focusing on Team Building and Relationships</p>	<p>Students and Faculty in grades PreK-12 will spend the first day of school completing activities meant to foster positive relationships.</p>	<p>Students and faculty will complete an exit slip that is age appropriate.</p>	<ul style="list-style-type: none"> ● Plan activities ● Schedule for the day for each grade level/student ● Purchase any materials needed
<p>Regular, on-going community circles for grades 6-8</p>	<p>The principal and guidance counselor will schedule on-going community circles as part of the master schedule for grades 6-8.</p>	<p>Students participating will provide on-going feedback at the end of each circle.</p>	<ul style="list-style-type: none"> ● schedule for circles
<p>Daily social emotional learning in grades PreK-5</p>	<p>PreK-5 teachers will implement Second Step daily during their morning meeting. New teachers will be trained over the summer.</p>	<p>75% of student responses on the Climate Survey to the statement, “Adults working at this school help students develop strategies to understand and control their feelings and actions” will be agree or strongly agree.</p> <p>A mid-year implementation survey will be administered to teachers.</p>	<ul style="list-style-type: none"> ● Second Step training for new teachers ● Morning Meeting placed in Elementary Schedule ● Purchase any online subscriptions or materials needed
<p>Alignment of Second Step & Character Education & Gotcha Store</p>	<p>The Principal and Farwell Friday advisor will align Second Step with our Character Education program. The Gotcha Store will be transformed to support Second Step. All K-6 faculty will have an overview of the program adjustments in the first month of school.</p>	<p>Gotcha Store tickets will be collected and monitored for use per monthly theme in the data portal (Intervention Compass)</p>	<ul style="list-style-type: none"> ● Schedule overview training for PK-5 faculty at large ● Copies of tickets for teachers

Commitment 1

			<ul style="list-style-type: none"> ● Gotcha Store renovation
Regular, on-going monitoring of 6-12 students goals for college, career & citizenship	Naviance, (a software program that helps students reach their goals by developing skills critical for college, career and life), will be utilized by the School Counselor to help 6-12 students set goals related to their self-development and future aspirations.	The School Counselor will create benchmarks for the school year in order to monitor student individual goals and the program as a whole.	<ul style="list-style-type: none"> ● Naviance Subscription ● Training for the School Counselor
Aligning Classroom Management and Student Discipline to Restorative Practices			
Code of Conduct Review	A committee of administrators, teachers, students, and parents, will review the code of conduct to align it with restorative practices and a culture of care.	By February of 2022, a first draft of recommended changes will be submitted to the Superintendent. Changes may be piloted in the second semester of the 21-22 school year.	<ul style="list-style-type: none"> ● A team of stakeholders will be created by the Principal in the Fall of 2021 ● Schedule of meeting dates/times
Use of the Discipline Ladder	Principal Mazzeo will update the discipline ladder to reflect restorative practices and refresh all faculty and staff on its use. The ladder will clearly define the difference between a crisis call and the process for requesting the Zen Den.	<p>The principal will refresh the faculty/staff during the first week of school at a faculty meeting or on a Superintendent’s Conference Day.</p> <p>The Zen Den teaching assistant will give a monthly report to the principal and provide ongoing feedback.</p>	<ul style="list-style-type: none"> ● Revised Discipline Ladder ● Time on the Superintendent’s Conference Day
Communication w/behavior referrals	Faculty will be notified via SchoolTool when a behavior referral is reviewed and a disposition is determined.	SchoolTool settings will be adjusted to allow this	<ul style="list-style-type: none"> ● communication with school counselor and

Commitment 1

		report to be sent by September 1.	possibly NERIC consultant regarding settings change
Crisis Prevention Institute training and implementation	An additional two groups of teachers and staff will be trained in CPI by our in-house CPI team. These skills will help teachers continue a culture of care when a student is in crisis.	A training will be scheduled during the month of August 2021 and then again in the Fall 2021.	<ul style="list-style-type: none"> ● identify training dates with team ● identify teachers who need to be trained ● create sign-up and/or provide coverage for those attending the trainings ● purchase training materials ● secure space for training
Expand use of Zen Den to 7-12	The Zen Den teaching assistant will implement strategies for making the zen den available and appealing to 7-12 students, as well as its continued use at the K-6 level.	<p>The Zen Den will be included in the “counseling suite” of the building reorganization over the summer of 2021.</p> <p>The Zen Den teaching assistant will share a monthly report with the Principal. The report will include the number of visits by grade level and any qualitative feedback</p>	<ul style="list-style-type: none"> ● building footprint/plan of moves to maintain zen den as part of the “counseling suite” ● Goal setting meeting between the principal and the Zen Den teaching

Commitment 1

		regarding the use of the space.	assistant to review data sharing and procedures.
Strategic Relationship Building (students and staff, staff to staff, admin to staff, student to student, and parent engagement.)			
21-22 School Year Kick Off Event	Families will be invited to a school year kick-off event where they can meet their teachers, receive their school supplies, and hear about what the 21-22 school year will entail.	65% of families will attend the event and 50% of Faculty/Staff.	<ul style="list-style-type: none"> ● Save the Date information for Families ● School Supplies purchased and sorted by student ● Chromebooks, chargers, and cases sorted by student ● Copies of AUP, Code of Conduct, and other annual notifications
Grades 6-8 Club	A club for grades 6-8 will be formed to help with transitions, relationship building, and support restorative practices. The advisor of this club will coordinate and host monthly student activities.	The club advisor will report monthly to the Principal.	<ul style="list-style-type: none"> ● stipend pay ● support to event activities such as a space to host the event and supplies/materials/light refreshments.

Commitment 1

<p>Monthly School Events</p>	<p>An events coordinator for PreK-6 and 7-12 will create monthly school events that appeal to various groups and occur at different times/days to engage the maximum number of parents, students, and staff participating. There should be a minimum of 6 events geared towards PreK-6, and a minimum of 6 events for 7-12 throughout the school year.</p>	<p>Monthly event attendance will be monitored by the coordinator. For district-wide events, a follow up survey may be sent to families.</p>	<ul style="list-style-type: none"> ● Job Description for Events Coordinator ● Hire a minimum of 1 events coordinator per age group (Elementary, Secondary) ● schedule of events ● materials and space for events
<p>Celebrate Successes</p>	<p>Faculty and staff will be acknowledged for their accomplishments via a “Spotlight” post on social media, the school website, and/or in the weekly email.</p> <p>Students will be acknowledged for successes in the classroom via “Good News from School” postcards, social media, the website, and the weekly email (with parental permission if it’s an accomplishment outside of school).</p>	<p>65% of Instructional Faculty will rate the statement “I feel satisfied with the recognition I get for doing a good job” as agree or strongly agree on the annual Climate Survey.</p>	<ul style="list-style-type: none"> ● Print Postcards
<p>Support Wrap Around Services for Families</p>	<p>The Principal and school social workers will work with the communications specialist to highlight community partners and services offered in the school district, including but not limited to the Village of Green Island, and the Regional Food Bank. The website will also be updated to</p>	<p>Parents and guardians will be asked to give feedback on this in the on-going surveys.</p>	

Commitment 1

	include a more informative directory of these services and community partners.		
Creation of the Director of Equity, Inclusivity, & Diversity	A Director of Equity, Inclusivity, & Diversity will be hired to oversee culturally responsiveness and equity. They will also be in charge of overseeing our special education efforts.	The District Leadership Team will complete the Equity Self Reflection at the end of the school year.	<ul style="list-style-type: none"> ● Office Space and Desk ● Mentor for new Administrator ● Board of Education Approval of Candidate

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	Adults working at this school help students develop strategies to understand and control their feelings and actions	75%
Staff Survey	“I feel satisfied with the recognition I get for doing a good job”	65%
Family Survey	“This school provides high quality services to help students with social or emotional needs.”	65%

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.

Chronic absenteeism in grades 1-8 will be reduced by 5% to 15.5%

Referrals and suspensions will continue to be low. During the 20-21 school year only 41 referrals were written and only 3 suspensions occurred, K-12.

Additional data to be used includes:

- Gotcha Store tickets will be collected and monitored for use per monthly theme in the data portal (Intervention Compass)
- Monthly event attendance will be monitored by the coordinator. For district-wide events, a follow up survey may be sent to families.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>The Heatly School believes that each child is a unique individual with specific social, emotional, behavioral and academic needs. It is our goal to meet the needs of each of our learners at their appropriate levels. We are committed to supporting both students and teachers as they construct engaging and meaningful learning experiences.</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>Our end of year NWEA benchmark data indicates that students in grades 3-8 in ELA did not make adequate progress. Based on the baseline data from January 2020, our K-2 students increased proficiency by 9%, our 3-5 students decreased by 9%, and our 6-8 students decreased by 3%. In Math, there was an average increase of 4% among these same groups. Our NWEA growth data confirms that there was some growth in the past year but that students still need increased support to be on grade level. Our students with disabilities subgroup is struggling to make progress. This is evident from our subgroup data in NWEA where the proficiency rate in grades K-10 ELA is just 25%. We recognize the need to accelerate learning in order for all our students to perform better and learn more. We believe we can do this by focusing on creating meaningful learning experiences that are rigorous, relevant, and built on strong relationships.</p> <p>Our written curriculum needs to continue being developed so that it is standards based, prioritized, and vertically aligned. We did not meet our 20-21 goal for curriculum development in grades K-8 ELA and Math. We believe we need to focus on strengthening the general education curriculum and Tier 1 strategies so that we can better serve those students who are in need of more support.</p> <p>Almost every student interviewed in the Spring of 2021 expressed anxiety over being prepared for the next year's classes. We presume this to be related to the changing modalities and gaps created in their learning as a result of these changes.</p> <p>We believe our teachers have the biggest impact on student learning. On our quarter 3 on-going student survey, 87.5% of our students reported their lessons being meaningful. When completing our equity self-reflection and reviewing end</p>

Commitment 2

	<p>of the year school improvement goal data, the District Leadership Team discussed the need to give students more say in the learning that occurs in classrooms. Many students enjoyed being part of the student interviews, and several students who were not selected, requested to be interviewed.</p>
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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?
Investing in Faculty to Create Meaningful Learning Experiences			
Instructional coach	The instructional coach will meet with the teachers in grades K-8 weekly. The instructional coach will model in the classroom and/or complete walkthroughs or informal observations to provide feedback specifically regarding differentiating instruction and creating engaging learning experiences.	Each individual teacher will have goals they will be working on with the instructional coach.	<ul style="list-style-type: none"> Coaching Schedule Meeting Space
Walkthroughs	Walkthroughs will continue with a tool that will allow immediate feedback to teachers based on the time of the visit (beginning, middle, or end of the lesson). The instructional coach and one other	Overview data from walkthroughs will be presented to the principal monthly and then used to drive professional learning	<ul style="list-style-type: none"> Purchase walkthrough tool

Commitment 2

	person will conduct walkthroughs using the tool. These people will not be included in the formal observation schedule.	at faculty meetings and/or other opportunities.	
Microcredentials	The Impact Team will develop a catalog of microcredentials focused around high impact strategies as determined by John Hattie and his <i>Visible Learning</i> research. These microcredentials will allow teachers to increase their professional capacity in a way that is on-going and research based.	The Microcredential catalog will be developed by August 30th and presented to the faculty in September. Each microcredential will have its own set of criteria to show implementation of the strategy and completion of the microcredential.	<ul style="list-style-type: none"> ● Impact Team meeting to develop catalog ● Support for Impact Team via research, training, and work with a consultant ● Development of digital catalog ● Time on conference day to present catalog and explain each microcredential
Data Dialogues & Data Driven Instruction	Data dialogues will occur regularly outside of the school day on early release days approximately 5 times throughout the school year. These data dialogues will be facilitated by the instructional coach or a member of the administrative team and focus on using the benchmark data or formative assessments to adjust instruction and groupings K-12.	<p>Early Release days will occur on the following days: October 8 November 19 December 10 February 11 May 20</p> <p>At the end of each data dialogue, faculty will leave with strategies or goals for how to adjust instruction based on student needs.</p>	<ul style="list-style-type: none"> ● Data dialogue schedule ● Data dialogue tool and norms ● administration of benchmark assessments

Commitment 2

<p>Purchase Literacy Footprints for Grades K-6 & Adjust curriculum maps</p>	<p>The school district will purchase Literacy Footprints to be used as the main source of curriculum in Phonics and Reading for grades K-6. This source will be used with the Assistant Superintendent and Instructional Coach to adjust curriculum maps throughout the school year.</p>	<p>The program will be purchased and be in hand by the end of July 2021. Training for teachers will occur by August 30, 2021. The program will be used in the literacy pods (see below).</p>	<ul style="list-style-type: none"> ● purchase literacy footprints materials ● set up online access to the program ● training for teachers on the program ● schedule for curriculum meetings
<p>Collaboration between teachers (Vertical and horizontal)</p>	<p>In place of faculty meetings three times a year, department meetings will take place with an emphasis on vertical alignment to address gaps in learning.</p>	<p>By June 2022, the curriculum self-assessment tool, section VI, Alignment of Curriculum Levels, faculty will rate this section at least one full rating higher than June of 2021.</p>	<ul style="list-style-type: none"> ● schedule of faculty meetings, including the department meetings ● tool for vertical alignment conversations ● curriculum audit tool
<p>Expand literacy pods model to grades K-6</p>	<p>The Assistant Superintendent and Principal will create a schedule that accommodates the expansion of the literacy model to all students in grades K-6. This model gives students multiple hits of instruction from a certified teacher that is driven by individual student data. The pod model also places teachers in professional learning communities with</p>	<p>Grades K-6 will have an average growth of 3 on the NWEA Reading assessment when comparing the Spring 2021 and Spring 2022 assessments.</p>	<ul style="list-style-type: none"> ● literacy pod schedule for providers/classes ● schedule for data dialogues with PLC members led by the Coordinator

Commitment 2

	their peers that teach a grade level above and/or below them for when they meet with the instructional coach and for data dialogues.		of Student Services or the Instructional Coach
Strengthen the use of Multi-Tiered Systems of Supports (MTSS)			
Review MTSS Plan	Revise the MTSS Plan to include behavior, Social-Emotional Learning, and attendance, as well as an updated RTI model.	<p>Board of Education Approval of new plan (Fall 2021)</p> <p>Educate all teachers and inform the community on any changes through regular faculty meetings, community events, and the weekly email.</p> <p>Progress monitor the implementation of the MTSS plan through meetings with the AIS team every 2 weeks for qualitative feedback.</p>	<ul style="list-style-type: none"> ● Scheduled check in meetings with AIS Team ● Data dialogue calendar ● Intervention Compass subscription ● Intervention Compass training for all faculty
Data Driven Instruction	Using data to progress monitor all students through Intervention Compass	<p>The Coordinate of Students Services will progress monitor student services in grades K-10 and ELA groupings in grades K-6 every 5 weeks using data.</p> <p>Daily or weekly use of Intervention Compass by classroom teachers to</p>	<ul style="list-style-type: none"> ● schedule of data dialogues and meetings ● Intervention Compass purchased and synced with other data sources

Commitment 2

		regroup and adjust lesson plans.	<ul style="list-style-type: none"> ● Training for faculty on Intervention Compass
School Advisory Team to lead Special Education reform	The School Advisory Team (SAT), led by the Coordinator of Student Services, will continue to meet in order to facilitate faculty learning in regards to special education, and help implement the new learner characteristics. They will work with Measurement Inc and/or CASDA to help our faculty understand IEPs and services for students with disabilities.	The SAT will review the use of the learner characteristics three times a year.	<ul style="list-style-type: none"> ● tool for reviewing the learner characteristics
Student Goal Setting	General Education teachers in grades K-10 ELA and Math will be encouraged to set individual student goals for the Winter & Spring NWEA assessment. They will be provided with several strategies over the course of the Fall semester of how to set the goals, and how to leverage this investment to encourage student learning.	November & March workshop on goal setting for teachers in grades K-10 ELA and Math.	<ul style="list-style-type: none"> ● Time on the superintendent's conference days in November and March for goal setting ● presentation on goal setting by a member of the Impact Team or an Administrator
Coordination of Services	The Coordinator of Student Services will create recurring collaboration times for general education teachers, AIS providers, and Special Education teachers to collaborate regularly, at a mutually	Progress monitoring of student learning will occur every 2-3 weeks per the schedule.	<ul style="list-style-type: none"> ● schedule of meeting times

Commitment 2

	agreed upon time, in order to monitor student learning.		

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.

We strive to meet the following goals in ELA by the Spring of 2022:

In Grades K-2, 30% of students will be proficient on the NWEA Reading assessment

In Grades 3-5, 40% of students will be proficient on the NWEA Reading assessment

In Grades 6-8, 30% of students will be proficient on the NWEA Reading assessment

We strive to meet the following goals in MATH by the Spring of 2022:

In Grades K-2, 20% of students will be proficient on the NWEA Reading assessment

In Grades 3-5, 45% of students will be proficient on the NWEA Reading assessment

In Grades 6-8, 30% of students will be proficient on the NWEA Reading assessment

Commitment 2

Grades K-6 will have an average growth of 3 on the NWEA Reading assessment when comparing the Spring 2021 and Spring 2022 assessments.

By June 2022, the curriculum self-assessment tool, section VI, Alignment of Curriculum Levels, faculty will rate this section at least one full rating higher than June of 2021.

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
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Instructional coaches will support our teachers in our focus to create meaningful learning experiences. They will be meeting with teachers weekly to support these changes, modeling in classrooms, and provide walkthrough feedback. They will also lead PLC meetings and data dialogues.

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	

Evidence-Based Intervention

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
Kim Ross	Superintendent
Jodi Mazzeo	Principal
Tiffany Dzembo	Assistant Superintendent of Accountability, Assessment, & Technology Innovation
Geoff Miller	Technology Teaching Assistant
Zak Snyder	Business Teacher
Jason Goldstein	High School Math
Nicole Littlejohn	Writing Inspirationalist
Stephanie Bouchey	Elementary AIS
Dana Zeppieri	Guidance Counselor
Carol Della Rocca	Kindergarten Teacher
Kendall Hardy	Social Worker

Our Team's Process

Matthew Manning	7-12 Social Studies
Carrie Becker	Parent
Teigin Legault	Parent
McKenzie Schmidt	Student
Aiden Diaz	Student
Cole Tompkins	Student
Alexis McCarthy	Student
Emma Sagendorf	Student
Davon Maloney	Student

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
April 28, 2021	X	X				
June 1, 2021	X	X				
June 8, 2021			X	X		
June 16, 2021			X	X		
June 23, 2021				X	X	
July 15, 2021					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

The student interviews were presented to the SCEP team at the June 2nd meeting using word clouds to represent overarching themes. The team was also presented with verbatim responses from students but names were omitted to insure student anonymity. The team found the student responses confirmed what we knew about the average student experience during the 20-21 school year, and also led to an in-depth discussion on racism in our school. These interviews confirmed the need for the school to strategically address mental health and social emotional learning when students return to school in the Fall. These items are addressed specifically in Commitment 1 through Second Step, Naviance, and community circles.

Equity Self-Reflection

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

The Equity Self-Reflection was completed by the team after a brief jigsaw activity with the Culturally Responsive Framework on the June 2nd meeting. Responses were also reviewed at the June 16th meeting. The team rated most areas as “emerging” or “integrating” and recognized the need for continued work in this area. The creation of the position, “Director of Equity, Inclusivity, and Diversity” is included in Commitment 1.

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.