New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Wyandanch UFSD	Wyandanch Memorial High School	9-12

Collaboratively Developed By:
The Wyandanch Memorial High School SCEP Development Team

Paul Sibblies, Principal

Valena Welch-Woodley, AP

Stacy Wilhelm, Science Lead Teacher

Daniel Marcano, Math Lead Teacher

Deven Kane, ELA Lead Teacher

Kaitlyn Barrett, Social Studies, Lead Teacher

Evette James, SPED Lead Teacher

Luisa Peralta, ENL Lead Teacher

Daphney Pierre, School Psychologist

Tanisha Crawford, School Social Worker

Tiffany Kee, School Counselor 9th and 11th grade

Dexter Ward, School Counselor 10th and 12th grade

Attendance Aid, Lee Perez

Dr. Francisco Roca, Bilingual Biology Teacher

Michael Buttitta,

Michelle Lloyd, Social Studies Teacher

Jamir James, 11th Grade Student

Jean Herlin Petit- Frere 9th Grade Student

Yvette Zavala, 11th Grade Student

Brian Cole, Pastor/Mentor

And in partnership with the staff, students, and families

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 the 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 1

Our Commitment

What is one commitment we will - promote for 2021-22?	We are committed to closing credit accumulation gaps to improve graduation rate.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	The graduation rate for the 2020-2021 school year was 58%, this falls 12% below the state's average. Based on our K12 Survey, students did not see a clear path for themselves beyond graduation, which causes them to not be motivated to pass their classes. This causes them to feel anxious about whether they will graduate from high school. The "How Learning Happens" document and the student interviews caused us to consider adults-student and student-student relationships closely. Students shared that their experiences over the past year have made them aware of their relationships with adults and students. The "Equity Self-Reflection" causes us to consider to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This is the right commitment to pursue in order to ensure that more students are interested in school, attend school regularly, earn the credits they need to graduate on time, and are prepared for success in college, career training programs, and/or the work force.

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?
Monitor Credit Accumulation Data	The Graduation Committee will receive training on credit accumulation tracking for all grade levels either through applicable systems that we currently have in place or through the implementation of a new credit accumulation tracking program. Students who have credit accumulation deficits will be identified and receive tiered interventions. **Tier 1** represents universal strategies to encourage credit accumulation for all students. **Tier 2** provides early intervention for students who need more support to avoid credit accumulation deficits. **Tier 3** offers intensive support for students facing the greatest challenges to credit accumulation. The Graduation Committee will meet with the leadership team on a five-week basis to discuss students who have credit deficits. The team will develop an ongoing action plan to provide interventions to students.	Credit accumulation rates will increase (monitored on a five-week basis) Since there is a direct relationship between credit accumulation and graduation rate, the number of students who are on track to graduate will increase along with increased student credit accumulation	Targeted Training Structured Meeting Time Graduation Committee Credit Accumulation Monitoring System Credit Accumulation Reports
Recognize Students who	The Graduation Committee will publicize a list of all students who are on track to graduate in the main lobby on a quarterly basis.	Student credit accumulation data will effectively be	Credit Accumulation

		collected from the credit accumulation monitoring program on a quarterly basis	Data Reports
are on Track to Graduate	The administrator responsible for the Graduation Committee will ensure that students have opportunities to participate in quarterly school-wide credit accumulation recognition events (certificates, academic points, homework pass, food, gift card etc.).	Student credit accumulation data will successfully be discussed during a designated quarterly graduation meeting The students who are on track to graduate as a result of credit accumulation will increase and they will be celebrated and rewarded on a quarterly basis	Designated space in the main lobby for monthly student recognition Designated time for the recognition events
Provide Personalized Outreach	School staff will host a high school transition meeting for 7th and 8th grade students prior to their entry to the high school. Families will meet the high school team of teachers, tour the school, and learn about the importance of credit accumulation for their child's academic success through their senior year. A comment will be added to the progress report and report card indicating whether or not a student is on track to receive full credit for the class. If the student is not on track to receive full credit for the class, they are not on track to graduate.	7th and 8th students will attend the High School Orientation event Five-week progress reports and the quarterly report cards will indicate students who are on track	Structured time for 7th and 8th Grade High School Orientation Night Progress report and report card comments

	School counselors will be available during Parent-Teacher Conferences to provide families with individualized information on their child's current credit accumulation. School counselors will communicate to parents/families their child's "On track to graduate" status: The end of 9th, 10th, and 11th grades The beginning and middle of 12th grade	to receive credit for their classes (in other words on track to graduate) The number of parents who request and receive individualized credit accumulation data for their child/children from school counselors at Parent Teacher Conferences will increase Surveys will indicate that the number of parents who say that they are aware of their child's credit accumulation status will increase	School counselors
Engage Students and Families	Building administrators will reach out to parents through the school webpage, Parent Square, Robocall, and a mailed letter to make parents aware of the building credit accumulation expectations and the importance of credit accumulation. Teachers will be encouraged to reach out to parents through Parent Square, phone, the Remind App, or email to remind parents about the importance of credit accumulation.	Increased parent/student engagement data reports for Parent Square, Infinite Campus, Remind App, Emails, Phone Calls, In-person	Parent and student engagement data reports Principal's monthly credit accumulation report

		Timely publication of the principal's quarterly grade level credit accumulation report Surveys will indicate that the number of parents/students who agree that they have been made aware of school credit accumulation expectations and current school credit accumulation rates per grade level will increase Effective translation of all school credit accumulation correspondence in English and Spanish	Designated personnel for translation Credit accumulation awareness surveys Grade level credit accumulation expectation and grade level rate signs to be posted throughout the building school
	Principal will provide quarterly updates via district website, Parent Square, and PTSA meetings regarding credit accumulation rates, celebrating the students who are on track with grade level credit accumulation. Integrate information about credit accumulation into parent programs and communications throughout the school year: Open House Night Parent Teacher Conferences Financial Aid Night All Cultural Celebrations School concerts and sporting events and all other school events Integrate information about credit accumulation expectations into the school culture through daily announcements and postings in the main areas of the school All credit accumulation correspondence will be made available in English and Spanish.		
Modify curriculum to be more	The old curriculum will be evaluated using the NYU-Steinhardt CRE Scorecard to determine areas in need of more cultural responsiveness.	Increased student attendance	NYU-Steinhardt CRE Scorecard

Commitment 1

		Increased student engagement Increased student scores on formative and summative assessments (benchmark to midterm/midterm to final exam) Increased student course credit and credit accumulation	Culturally Responsive Curriculum Writing Committee
culturally responsive and engaging.	The Culturally Responsive Curriculum Writing Committee will rewrite curriculum to include more culturally responsive resources, activities, and strategies.		Culturally Responsive Resources and Activities Structured time for Curriculum Writing Stipend for Curriculum Writers
Balance the focus between college and career readiness.	If possible, hire or partner with a full-time vocational liaison. The purpose will be to create partnerships with programs that cultivate vocational skills, grant certification, and offer placement. Vocational classes will be aligned with our school curriculum. Students will earn credits for vocational training.	Surveys will indicate that more students are interested in coming to school and see a clear path for themselves beyond graduation. This will increase student	Grants Vocational Partnerships Vocational Liaison Survey

		attendance and passing rate and reduce the credit-accumulation gap.	
Create a transition plan for all students beyond graduation.	All students will create a "Careerzone" account in which they will take a career interest inventory. During the first month of school all students will be required to take the Career Interest Inventory during advisory. Advisory teachers will discuss the importance of having post-secondary goals and how high school success is a vehicle towards achieving their post-secondary goals. https://www.careerzone.ny.gov/views/careerzone/account/login.jsf	Advisory Teachers will track students' "Careerzone" enrollment and completion providing an inventory of their interests. This data will be submitted to the school counselors within the first month of school. School counselors will use this data to plan the path towards meeting the students' post secondary goals.	Advisory Teachers School Counselor Careerzone Accounts Transition Plans
Monitor the "ABCs": Attendance, Behavior, Course Performance to inform the quarterly	Students will learn to monitor their "ABCs" for credit accumulation in order to create their quarterly S.M.A.R.T. goals during Advisory. Students will be given time during Advisory to monitor their ABCs on a bi-weekly basis. Advisory teachers will schedule conferences with students at five-week intervals to discuss student ABC progress.	Students will have access to their Infinite Campus ABC data; the student portal login process will be streamlined (same format for all students)	Infinite Campus attendance, behavior, and course performance reports

S.M.A.R.T. goals	The Advisory teacher will monitor student portal activity.	The number of students who access their ABC data via the portal will increase Student attendance rates will increase, behaviors will decrease, course performance will increase The number of students who have created quarterly S.M.A.R.T. goals will increase	Streamlined student portal login process Time

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	What I learn in school helps me outside of school (Previous Year 53%)	60%
	Students are encouraged to help each other with schoolwork (Previous year 63%)	70%
	My school does a lot in my community to help students learn, such as sponsor parent and family workshops. (Previous Year 54%)	60%
Staff Survey	The variety of activities and courses at this school keeps students engaged in learning. (Previous Year 41%)	50%
	High standards and expectations are set for all students at this school. (Previous Year 74%)	80%
Family Survey	My child is interested in what he or she is learning in school (Previous Year 67%)	75%
	My child is being prepared to do well in the next grade (Previous Year 74%)	80%

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

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

4-year Graduation Rate: 65%

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to reducing the chronic absenteeism rate.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Reducing the chronic absenteeism rate will decrease student credit accumulation gap and increase graduation rate. We know that the 2019-2020 school year, the absenteeism rate was 48.5%. According to the "How Learning Happens" document, the whole child approach cannot be implemented if students are absent. According to the "Equity Self-Reflection", we have not reached the "Sustaining" level in the practice of teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. The K12 Survey revealed that only 41% of students reported they liked coming to school and only 32% reported that school was interesting. Also, 67% of parents said that their children are not interested in what they are learning in school. Our data revealed a direct relationship between attendance and graduation rate. This is the right commitment to pursue in order to ensure that more students attend school regularly, are interested in school, graduate on time, and can envision themselves as being successful in college, career training programs, and/or the work force

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?
Monitor Attendance Data	The Attendance Committee will receive training on accessing attendance data reports through Infinite Campus. Teachers will be given rights to access ad hoc attendance reports to collect information on chronically late and absent students and student achievement (per teacher and per department). Chronically late and absent students will be identified and receive tiered attendance interventions. **Tier 1** represents universal strategies to encourage good attendance for all students. **Tier 2** provides early intervention for students	Attendance rates will increase (monitored on a monthly basis) Since there is a direct relationship between attendance and student achievement, student quarterly grades will increase along with increased student attendance	Targeted Training Attendance Liaison Structured Meeting Time Attendance Committee Infinite Campus Attendance Reports Infinite Campus student achievement reports

	who need more support to avoid chronic absence. **Tier 3** offers intensive support for students facing the greatest challenges to getting to school. The Attendance Committee will meet with the leadership team on a monthly basis to discuss chronically late and absent students. The team will develop an ongoing action plan to provide interventions to students. District wide attendance policies and procedures will be adhered to.		
Recognize Good and Improved Attendance	Teachers will post the top five students with the best attendance rates in their individual classrooms. In addition, the monthly student with the "Best Attendance" rate will be publicized in the main lobby. The administrator responsible for the Attendance Committee will ensure that recognized students have opportunities to participate in quarterly school-wide attendance recognition events (certificates, academic	Student data will be collected from the Infinite Campus attendance data reports on a monthly basis Student data will be discussed during a designated monthly attendance meeting The students with the "Best Attendance" rates will be celebrated and rewarded on a monthly and quarterly basis	Infinite Campus Attendance Data Reports Designated space in the main lobby for monthly student recognition Designated time for the recognition events

	points, homework pass, food, gift card etc.).		
Provide Personalized Outreach	School staff will host a high school transition meeting for 7th and 8th grade students prior to their entry to the high school. Families will meet the high school team of teachers, tour the school, and learn about the importance of regular attendance for their child's academic success through their senior year (95% expectation). Attendance data will be included on all student report cards. School counselors will be available during Parent-Teacher Conferences to provide families with individualized information on their child's current attendance rates.	7th and 8th students will attend the High School Orientation event Five-week progress reports and the quarterly report cards will indicate student attendance tier The number of parents who request and receive individualized attendance data for their child/children from school counselors at Parent Teacher Conferences will increase Surveys will indicate that the number of parents who say that they are aware of their child's attendance status will increase	Structured time for 7th and 8th Grade High School Orientation Night Progress report and report card comments School counselors
Engage Students and Families	Building administrators will reach out to parents through the school webpage, Parent Square, and a mailed letter to make parents aware of the building attendance expectations and the	Increased parent/student engagement data reports for Parent Square, Infinite Campus, Remind App,	Parent and student engagement data reports Principal's monthly attendance report

	importance of daily attendance.	Emails, Phone Calls, In-person	Designated personnel for translation
	Teachers will be encouraged to reach out to parents through Parent Square, phone, the Remind App, or email to remind parents about the importance of daily attendance.	Timely publication of the principal's quarterly grade level attendance report	Attendance awareness surveys
	Principal will provide monthly updates via, building web-page, Parent Square, and PTSA meetings regarding Average Daily Attendance and the Chronic Absenteeism categories, celebrating the students that are attending 95% or more.	Surveys will indicate that the number of parents/students who agree that they have been made aware of school attendance expectations and current school attendance rates per grade level will increase	Grade level attendance expectation and grade level rate signs to be posted throughout the building school
	Front office/lobby staff will meet quarterly to discuss customer service responsibilities and adapt procedures for ensuring a welcoming environment when visitors enter the front office (students, parents, guests, and District staff).	Quarterly attendance logs and meeting notes for the front office/lobby customer service meetings	
	Integrate information about chronic absences into parent programs and communications throughout the school year:	Effective translation of all school attendance correspondence in English and Spanish	

	Open House Night Parent Teacher Conferences Financial Aid Night All Cultural Celebrations School concerts and sporting events and all other school events Integrate information about attendance expectations into the school culture through daily announcements and postings in the main areas of the school All attendance correspondence will be made available in English and Spanish.		
Advisory	Every student will be an assigned an advisory teacher who will focus on tracking the whole student. This dedicated advisory period will assist with fostering close relationships between students and their stakeholders and prepare students for life beyond the classroom environment. It will provide students with structured academic, social-emotional, and future-planning support. It is also	Advisors will facilitate individualized data-driven SMART Goals. Advisors will be trained and supported by school administration. K12 Survey will show increase in student interest in school, feeling that their needs are being met	Schedule Leadership and Faculty training Structured time SCEP Committee to be provided one embedded PD hour per month designated to monitor progress.

	an opportunity for students to build a relationship with a trusted adult. Support team will provide tiered intervention.	and their voices and choices are valued.	
Additional Electives and Programs	Students will be allowed to select courses and programs pertaining to their interests and post-secondary goals. Interest needs survey will be administered to students to provide counselors with feedback to support student academic planning.	Surveys will indicate that the number of students who say that they are interested in coming to school will increase	Student Interest Needs Survey School Counselor Student Interest in School survey Question
Enforcing Attendance Policy and Building Procedural Interventions and Incentives	School building administrators along with the WMHS Attendance aide will follow district attendance policy and protocols.	Students will be dropped from enrollment according to the district attendance policy Decrease in chronic absenteeism rate	District attendance policy and protocols School leader supervision Attendance Aide Structured Time to Monitor Progress
Continue Staff Committees	WMHS faculty will participate in committees to work collaboratively on the SCEP plan commitments: SCEP Writing Committee	School Leaders will include one monthly committee meeting during Professional Development	Committees Structured meeting time

Commitment 2

	Graduation Committee Attendance Committee		

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	What I learn in school helps me outside of school. (53% Agree and Strongly Agree)	60%
	Students are asked to share their ideas about how to make this school better. (59% Agree or Strongly Agree)	65%
	School is interesting. (57% Agree or Strongly Agree)	65%
	I enjoy going to school each day. (44% Agree or Strongly Agree)	50%
Staff Survey	Students are on time and rarely absent from school. (37% Agree or Strongly Agree)	45%
	The professional development sessions I attend help me better meet my students' learning needs. (63% Agree or Strongly Agree)	70%
	My students' parents/guardians are involved in school activities. (26% Agree or Strongly Agree)	35%
Family Survey	My child is excited to go to school. (52% Agree or Strongly Agree)	60%
	The school offers student a variety of extracurricular activities. (32% Agree or Strongly Agree)	40%
	My child is interested in what he or she is learning in school. (67% Agree or Strongly Agree)	75%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
Decrease Chronic Absenteeism rate from 48.5% to 45%

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	

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 (e.g. % agree or strongly agree)
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.

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? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	

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 (e.g. % agree or strongly agree)
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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ 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
Valena Welch-Woodley, Assistant Principal	- Collaborated with Stakeholders to analyze, discuss, and complete the roll out of SCEP Equity Self-Reflections and Lesson Learned from 2020-2021, including feedback and questions with equity of voice. - Presented Requirements, Expectations, and Additional Guidance for Meaningful Stakeholder Participation document. - Review America's Promise Alliance "How Learning Happens" document with Stakeholders to norm our understanding. - Reconnect with students interviewed to discuss strategies proposed for 2021-2022 and gain feedback to inform our next steps. - Collaborate with stakeholders to ensure all strategies are high leverage, appropriate, and inclusive. - Reviewed and discussed first and second draft of SCEP with H.S. SCEP Team and Central Office Admin. - SCEP writer
Stacy Wilhelm, Lead Science Teacher	- Participated in collaborative discussions to identify the driving force behind our SCEP commitments - Led department discussions for Equity Self Reflections - Used the NYU Steinhardt CRE Scorecard as a tool to guide the guide to evaluation of current curriculum resources and inform Commitments for SCEP
Daniel Marcano, Math Lead Teacher	- Managed Technology - Led collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment of resources toward initiatives - Participated in Equity Self Reflections
Deven Kane, ELA Lead Teacher	- Led collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment of resources toward initiatives - Lead collaborative conversations about school wide Commitments and Key Strategies and Resources for 201-2022 school year - SCEP writer

	• Participated in Equity Self Reflections • Led department conversations for Equity Self Reflections • Used the NYU Steinhardt CRE Scorecard as a tool to guide the evaluation of current curriculum resources and inform Commitments for SCEP
Kathlyn Barrett, Social Studies Lead Teacher	• Led collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment of resources toward initiatives • Participated in collaborative conversations on school wide Commitments and Key Strategies and Resources for 221-2022 school year • Used the NYU Steinhardt CRE Scorecard as a tool to guide the evaluation of current curriculum resources and inform Commitments for SCEP
Evette James, SPED Lead Teacher	• Participated in collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment resources toward initiatives • Lead department conversations for Equity Self Reflections • Participated in collaborative conversations on school wide Commitments and Key Strategies and Resources for the 2021-2022 school year
Luisa Peralta, ENL Lead Teacher	• Led collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment resources toward initiatives • Led collaborative conversations about school wide Commitments and Key Strategies and Resources • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • SCEP writer • Used the NYU Steinhardt CRE Scorecard as a tool to guide the evaluation of current curriculum resources and inform Commitments for SCEP
Daphney Pierre, School Psychologist	• Participated in collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment resources toward initiatives • Participated in Equity Self Reflections • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated collaborative conversations about school wide Commitments and Key Strategies and Resources for the 2021-2022 school year • SCEP Writer
Tanisha Crawford, School Social Worker	• Participated in collaborative review of data from this year (including student and parent surveys) and discussion of what was learned regarding alignment resources toward initiatives • Participated in Equity Self Reflections • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated in collaborative conversations about school wide Commitments and Key Strategies and Resources for the 2021-2022 school year
Tiffany Kee, School Counselor 9th and 11th Grade	• Participated in collaborative review of data from this year and discussion of what was learned regarding alignment resources toward initiatives • Participated in Equity Self Reflections

	• Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated in collaborative conversations about school wide Commitments and Key Strategies and Resources for the 2021-2022
Dexter Ward, School Counselor 10th and 12th Grade	• Participated in collaborative review of data from this year and discussion of what was learned regarding alignment resources toward initiatives • Participated in Equity Self Reflections • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated in collaborative conversations about school wide Commitments and Key Strategies and Resources for 2021-2022 school year
Lee Perez, Attendance Aide	• Participated in Equity Self Reflections • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated in collaborative conversations about school wide Commitments and Key Strategies and Resources for 2021-2022 school year
Dr. Francisco Roca, Bilingual Biology Teacher	• Led collaborative review of data from this year and discussion of what was learned • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Used the NYU Steinhardt CRE Scorecard as a tool to guide the evaluation of current curriculum resources and inform Commitments for SCEP
Buttitta Michael,	• Participated in Equity Self Reflections • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Participated in collaborative conversations about school wide Commitments and Key Strategies and Resources for 2021-2022 school year
Michelle Lloyd, Social Studies Teacher	• Led collaborative review of data from this year and discussion of what was learned regarding alignment resources toward initiatives • Participated in collaborative discussions to identify the driving force behind our SCEP commitments • Led collaborative conversations about school wide Commitments and Key Strategies and Resources for 2021-2022 school year • SCEP writer • Used the NYU Steinhardt CRE Scorecard as a tool to guide the guide to evaluation of current curriculum resources and inform Commitments for SCEP
Jamir James, Yvette Zavala, 11th Grade Students	• Participated in student stakeholder engagement to acclimate students who are a part of the SCEP Team to the process of planning and writing the SCEP • Students discussed strategies proposed for 2021-2022 and provided feedback to inform our next steps. • Students were able to reflect on the collective planning and opportunities for their voice to be heard through student feedback and involvement.
Jean Herlin Petit-Frere, 9th Grade Student	• Participated in student stakeholder engagement to acclimate students who are a part of the SCEP Team to the process of what planning and writing the SCEP entails • Students discussed strategies proposed for 2021-2022 and provided feedback to inform our next steps.

	• Students were able to reflect on the collective planning and opportunities for their voice to be heard through student feedback and involvement.

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/Survey	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
6/3/21		X	X	X		
6/7/21		X		X		
6/21/21		X	X		X	
6/22/21				X	X	
6/23/21				X		
6/24/21					X	
6/25/21				X	X	
6/28/21	X		X			
6/29/21	X		X			
3/8/21	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 and surveys informed the SCEP Team's plan through garnering support for a collective mindset and work ethic. It provided a deep extension of listening and learning through students' voice. This level of collaboration enabled the team to be reflective in their practice, and receptive to making adjustments in the plan. We were deliberate in developing targeted strategies for sustained academic progress as we charted the path for success in honoring our commitments.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-Reflection afforded our team the opportunity to think deeply about our values and beliefs through the lens of the learning environment, curriculum and instruction, assessments and, professional learning. What we appreciated most in this collaborative exercise was how we were able to build on one another's ideas as we respectfully presented various points of view rooted in evidence. The most impactful tasks were the reflections and discussions about "How This Looks in Our School". What immerged from this discourse was the realization of the systems and silos that were solid or needed adjustments.

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.