



School Comprehensive Education Plan 2021-2022

District	School Name	Grades Served
Wyandanch	Milton L. Olive Middle School	6 - 8

Collaboratively Developed By:

The Milton L. Olive Middle School SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

Dr. Darlene White- Principal

Mr. Darryl Tue- Assistant Principal

Ms. Katrina N. Crawford- Math Lead Teacher

Ms. Monique DeMory - Lead School Guidance Counselor

Mr. Steve Eason- Security Officer

Mrs. Laurie Farber- Community Member

Ms. Natayna Fletcher- Security Officer

Dr. Joshua Furnell- ELA Teacher
Mrs. Barbara Haynes- Teacher Assistant Representative
Mr. Reginald Mays-Community Stakeholder
Ms. Vinchinzia Myers- Cafeteria Lead Person
Mrs. Zondra Outlaw- Attendance Monitor
Mrs. Kathryn Popko- Social Studies Lead Teacher
Mrs. Desiree Pressley- Science Lead Teacher
Ms. Michelle Stewart- ENL Lead Teacher
Mrs. Samantha Suggs-Brown- Social Worker
Mrs. Kesi Tolliver- ELA Lead Teacher
Mrs. Dorothea J. Thompson-White- Special Education Lead Teacher
Ms. Kelly Ureña- SEL Learning Specialist
Ms. Renee Williamson- Parent Teacher Association President
Michael Idungafa- (Scholar)
Victor Idungafa- (Scholar)
Marcos Pineda- (Scholar)
Mylani Pryam- (Scholar)
Parent #1: Nancy Vielle
Parent # 2: Taiwo Idungafa
Bilingual Parent #1: Belkis Galeas-Gomez
Bilingual Parent # 2: Delmy Urias

And in partnership with the staff, scholars, and families of Milton L. Olive Middle 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

What is one commitment we will promote for 2021-22?	Improving Student Engagement and Outcomes through Instructional Practices
<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 core values of Respect, Responsibility and Readiness are the driving forces that guide our scholars to reach their full potential. We commit to improving student outcomes through instructional practices that align with our school's vision of cultivating a new generation of career and college bound graduates.</p> <p>Our collaborative commitment of improving student engagement emerged from the "How Learning Happens" document, which confirms that learning is not only multidimensional, contextual and relational, but also actively engaging, rigorous and relevant. These intellectual approaches lead to academic success and student-empowerment beyond the commencement level of High School.</p> <p>We commit to train all staff in meeting the needs of Limited English Proficient students, as all staff may potentially be assigned to educate students of Limited English Proficiency. This is essential in our efforts to create a community of commitment that produces successful contributors to our society.</p> <p>Upon completion of The Equity Self-Reflection survey, the Leadership Team found that 43% of our educators express that they exhibit an understanding and use of knowledge and skills in their practice and/or performance and are growing in the area of learning communities. Educators and scholars would benefit from more engagement in topics that directly address educators and scholars identified and understand and unpack privilege.</p>

Commitment 1

	<p>Educators indicate a need for increased support and training on topics related to diversity, equity, and inclusion. Educators expressed that the continuation of cross-curricular culturally responsive-substation planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning would be beneficial.</p> <p>Students shared in interviews the importance and the type of teacher feedback and signals they look for to let them know that you are on the right track or off-track in school.</p> <p>The MLO Family Survey indicated that parents were ambivalent with regards to school encouraging their children to do their best.</p> <p>However, according to the DTSDE survey which indicated that 81% of the parents agree or strongly agree that their child is challenged to do his or her best in school.</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?

Commitment 1

<p>Building Administrative Team Monitoring</p>	<p>The Building Administrative Team will create a monthly class visitation schedule for educator walkthroughs.</p> <p>The administrative team will utilize the walkthrough feedback form and provide feedback to staff.</p> <p>The Leadership team will meet weekly to discuss the “grows” and “glows” from the Tracker and feedback form.</p> <p>The team will meet with the educators to provide feedback, strategies, next steps, goals, and scholarly journals to assist in providing effective instructional practices.</p>	<p>Teachers reference these strategies, resources, and anchor charts regularly during instruction.</p> <p>Teachers will utilize instructional strategies.</p> <p>The MLO Explicit Lesson Plan Template will provide evidence of targeted instruction.</p>	<p>Walkthrough Scheduler and Tracker</p> <p>Walkthrough Feedback Form</p> <p>Walkthrough DOK Question Observation Form</p> <p>MLO Student Academic SMART Goal Template</p> <p>Professional development books and articles specific to feedback</p>
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Commitment 1

<p>Implement Professional Development based on Instructional Practices</p>	<p>During staff meetings, the administrative team will continue to provide seminars, workshops, and conferences to advance a culturally relevant pedagogy to our underserved population of students (Christopher Emdin. 2016)</p> <p>We will invite outside consultants to conduct training sessions.</p> <p>Research Strategies to provide the successful implementation of Highly Effective Instructional Practices and Classroom Management.</p> <p>DOK Level of Questioning will be a building wide focus.</p>	<p>Google Form Results will produce educator feedback on the effectiveness of the various PDs on offer.</p> <p>Educators will utilize this information to inform their educational practices</p> <p>Administrative Walkthroughs will provide a record of the MLO “Look Fors”.</p> <p>Educators will move from DOK One to DOK Four Questioning</p> <p>The Administrative team will check the lesson plans to ensure that High level DOK questions are included. They will then compare the level of questioning that they see during walkthroughs.</p>	<p>Professional Development Calendar</p> <p>Exit Ticket</p> <p>Facilitator Feedback Form</p> <p>Self Reflection Tool</p> <p>Rubric</p> <p>Next Generation Standards</p> <p>Scholarly Journals & Publications</p> <p>DOK Level of Questioning Anchor Chart</p> <p>DOK Level of Questioning Starters and Prompts</p>
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Commitment 1

Model Classroom	Model Classroom Intervisitation (this will take place 1 time a month) Peer Intervisitation to Strengthen Instructional Practices Model Teacher and Model Classroom Handbook There will be six model classrooms	Visit Classrooms Monthly (excluding April & May/NYS State Testing) Model Classroom Feedback Form Continue to Develop the Intervisitation Feedback Form	Stipend for Model Classroom Teachers Model Classroom Manual Model Classroom Observation List Furniture

Commitment 1

	Conduct post inter-visitation meeting		Supplies
Increase Morale of Students towards attending school	Outreach Programs Social Events Positive, Welcoming, & Safe Learning Environment MLO Summer Youth Leadership Academy	Attendance Rate Participation in Programs Building Climate	National Night Out (08/2021) Back to School Orientation (08/2021) Back to School Movie Night (Disney Soul) MLO International Day of Kindness (09/2021) <Wear color of Yellow>
Continuing to ensure Equitable Grading Practices	Educators: Investigate aspects of equitable grading; Create and demonstrate one or more equitable grading practices; Explain to their fellow educators concerning how and why grading philosophies and practices have shifted.	Progress Reports Quarterly Report Cards Student Feedback Form Parent Feedback Form	District Grading Policy MLO Grading Policy Classroom Protocols, Procedures, and Expectations Consequences and Rewards Committee Paid Chairperson

Commitment 1

<p>Educating all staff about the needs of Limited English Proficient Students</p>	<p>During professional development sessions, staff will be trained on identifying and scheduling English Language Learners. Staff will become familiar with both the New York State Identification Test for English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement Test (NYSESLAT) format, as well as how to decode and decipher the results of the NYSESLAT, and how to utilize these results in the classroom.</p> <p>During the creation of the master schedule, data will be used to determine the student placement and required classes regardless of language.</p> <p>Create a bilingual section in the master schedule for 6th grade. As we have students whose native language is not Spanish, the master schedule will be created for this section so that these students will still be able to participate in an English class appropriate to their level.</p> <p>In 7th and 8th grade, the master schedule will include a bilingual math class with a bilingual certified math teacher but still allow non Spanish</p>	<p>Staff will use ENL specific materials appropriate to the levels shown in the results the data</p> <p>Interclass visitations</p> <p>Classroom Setup in ENL classrooms (room items labeled in English)</p>	<p>ENL specific textbooks and workbooks in all subjects (National Geographic Edge for ELA)</p> <p>Adapted novels with accompanying CDs for listening in ELA (ex: Pacemaker Classics)</p> <p>ENL specific technology</p> <p>Achieve3000: Advanced classes all grade levels</p> <p>Rosetta Stone (beginner classes Grade 6)</p> <p>Brainpop Español Brainpop ELL Brainpop</p> <p>(Listenandreadalong channel on youtube)</p> <p>Bilingual certified elementary teacher</p>
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Commitment 1

	Speaking students to participate in an English class appropriate to their level as well as Regents Algebra.		
iReady Progress Monitoring	<p>During the 2021-2022 school year, Students will complete BOY, MOY, and EOY Diagnostic.</p> <p>Lesson Planning/Planning for Purposeful Execution of Instruction</p>	<p>Teachers will track the students' instructional usage rate.</p> <p>Teachers will assist students with their SMART Goals for Math and ELA.</p> <p>Teachers will review various reports with students and parents</p> <p>During PLC, staff will analyze iReady data</p>	<p>iReady Platform</p> <p>ELA Lead Teacher</p> <p>Math Lead Teacher</p> <p>Data Team</p> <p>Notebooks</p> <p>Incentive Tracker Charts</p> <p>Lesson Plan Checklist & Feedback Form</p> <p>MLO Explicit Lesson Plan Template</p>
School Wide Read	All (6-8) grade level students will be expected to complete the following novel: <i>From an idea to Lego</i> , along with project-based activities.	<p>Student observation checklist</p> <p>Teacher generated assignments/quizzes</p>	<p>Novel (s)</p> <p>Student observation checklist form</p> <p>School-wide Read Coordinator</p> <p>Notebooks</p>

Commitment 1

			2021-2022 Full Year Robotics course (8th Grade Students) Chart paper Project materials Lab equipment: LEGO Robotics (\$35,000.00 NYIT Funded) Tri-fold poster boards
Independent Reading	During the 2021-2022 school year all students will participate in ten minutes of independent uninterrupted reading during their ELA class	Teacher book conferences Student Independent Reading Logs	Independent Reading Books.
Book Nook	In September of 2021-2022 school year we will create a BOOk Nook for students to borrow and take books to become part of their personal library	Student Independent Reading Logs Book Nook Sign in Sheet and book request	Book donations from The Book Fairies Book donations from staff , families and community members Points from Scholastic Book fairs to purchase books Furniture for book nook

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	What signals do you look for to let you know that you are on the right track or off-track in school?	Continuation and creation of one or more equitable grading practices.
Equity Self Reflection Staff Survey	Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.). 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.	75% Sustaining 75% Sustaining
Family Survey	The school encourage my child to do his or her best 15.4% agree 23.1 strongly agree and 38.5% are neutral. According to the DTSDE K-12 Survey, 81% of the parents agree or strongly agree that their child is challenged to do his or her best in school.	Increase in each area by 15%

Commitment 1

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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.

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COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	Increase scholar attendance and participation/engagement in order to holistically increase positive scholar outcomes.
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Commitment 3

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?*

Consistent attendance is critical to the overall development of our scholars. Many of our families are affected by a multitude of variables including but not limited to :

Lack of parent awareness of impact attendance has on instructional time and acquisition of knowledge

Health/illness of student and/or family member(s)

Transportation issues that stem from homelessness

Inconsistent application of systems and structures accounting for attendance

Attendance at required meetings/appearances in court, social services agencies, medical appointments, etc.

Lack of parent awareness of absence rate for their child(ren)

Incidents of caregiver neglect for example, students forced to care for siblings during school hours

Lack of clean laundry

Lack of parent awareness of impact of tardiness on attendance rate

Use of students as interpreters

Necessary international travel due to death, serious illness, and immigration issues

The school does not have a system to regularly communicate with parents/guardians about their child's attendance.

The COVID-19 pandemic disproportionately affected our community thus magnifying the aforementioned causes to poor engagement and attendance.

Commitment 3

We must maximize our time and engagement while scholars are in our presence to cultivate relationships that highlight strengths, empower scholars to identify and address needs as well as utilize their voice to make the most of their journey in this building.

The school must determine the usage of the Parent Square app to evaluate its effectiveness in engaging parents/guardians.

Consistent parent/guardian contact/engagement (via email, phone, USPS correspondence and Parent Square) will facilitate the achievement of this goal.

The school will purchase licenses for Language Line to support interpretation and translation needs for effective engagement with scholars and families.

Commitment 3



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?
Parent Contact Family Contact	<p>MLO School Nursing staff will identify scholars who must complete required immunizations and school physical examinations for school.</p> <p>MLO School Nursing staff, School Administration and School Counselor will contact parents via letters, calls, emails, and Parent Square app in their preferred language to advise of requirements and community resources to acquire immunizations and healthcare during July and August. By September 23, 2021, a list of scholars with outstanding immunization requirements will be targeted with action steps to expect completion.</p> <p>School Administration will direct ALL MLO teaching staff to send out Welcome letters with contact information, subject expectations, syllabus, and attendance/engagement expectations.</p> <p>IC SMS will call the home of each student who is not in attendance each day.</p>	<p>Daily usage reports</p> <p>Multiple formats of correspondence will go out in July and August.</p> <p>In September the number of scholars who have not fulfilled requirements will be targeted and action plans put in place with support from School.</p> <p>By October 31 all outstanding scholars will be contacted to have an updated physical in their medical file.</p> <p>Copies of letters will be shared with school leaders.</p>	<p>Parent Square App</p> <p>Teachers</p> <p>Teacher Assistants/Aides</p> <p>Attendance Aide</p> <p>School Counselors</p> <p>School Nurse</p> <p>School Social Worker</p> <p>MLO PTA</p> <p>Blackboard Connect</p>

Commitment 3

<p>Strengthening Building Connections</p>	<p>Staff mentors will meet weekly with student mentors receiving Tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee and school counselor.</p> <p>The Principal will emphasize the importance of regular school attendance in a monthly parent newsletter.</p> <p>The MLO Student Support Services Department in collaboration with MLO PTA will host Parent/Family Workshops address Attendance, Advocacy, Engagement, and Resources. Workshops such as New Parent Orientations, MLL/ENL Orientations, Title 1 Informational Sessions, Parents Rights, What all parents need to know about Special Education, Fatherhood Initiative, Resources for College Costs/Financial Planning, Parent Chat & Chews, etc.</p> <p>Student Government Association (SGA) will recruit students to serve as MLO Ambassadors and Orientation Leaders. They will provide training to students to welcome new or returning students by providing tours, informational sessions, and ice breaker activities. Tours will take place as needed and Orientations will take place once a month with the support of the MLO SSS Department. Attendance and punctuality will be a major theme in discussions and activities.</p>	<p>The number of scholars in class who are connected through Parent Square will increase.</p> <p>Sign in sheets and distribution of literature will provide data regarding informing parents/guardians.</p> <p>Participant Exit Tickets</p> <p>Reduction in absences and development of action plans to strengthen scholar/family connection to school.</p>	
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Commitment 3

	<p>Teachers will send a letter to parents when a scholar has missed three (3) consecutive days of school.</p> <p>There will be a system of school engagement regarding scholars attendance.</p> <p>3 Consecutive Days---Letter from a Teacher 4 Days---Letter from Attendance Aide 6 Days---Meeting with member of Attendance Committee 8 Days---Meeting with MLO Administration</p> <p>Teachers will generate a one-page informational sheet for each student that identifies in a bar graph: 1) number of days absent the child has been absent 2) average number of days children at the school have been absent. This sheet will also contain a brief message about the positive impacts of attendance and will be mailed home to all families.</p>		
Student Check Ins	The attendance committee will work with families to engage the support of community-based and governmental agencies to address barriers that are beyond the school's capacity.	<p>Students will provide feedback.</p> <p>Student and Teacher Surveys.</p>	<p>Exit Tickets</p> <p>Writing Assessment Tools</p>

Commitment 3

	<p>The attendance committee will conduct its bi-weekly meeting weekly and cover four (4) standing areas:</p> <p>1) review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance.</p> <p>3). Review the attendance of those students receiving Tier 2 support. Consider moving any student in Tier 2 to Tier 3 supports.</p> <p>4) review the attendance of those receiving Tier 3 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.</p> <p>Mentoring Programs</p>	<p>Attendance Meeting Minutes and Sign-in sheets</p> <p>Sign In Sheets</p> <p>Improved attendance/punctuality</p>	<p>Getting to Know You Activities</p>
<p>Tiered Interventions</p> <p>Mentoring Programs</p> <p>Kids Matter</p> <p>MLO RRR</p>	<p>Restorative Circles (Fishbowls & Welcome/Check-Ins) Restorative Circles are valuable tools for developing relationships and building classroom communities. Restorative Circles provide participants opportunities to speak and be heard.</p>	<p>Students will be able to explain how their actions impact others.</p> <p>Monthly Progress Monitoring on how students respond to others behavior.</p>	<p>Yoga Instructor/RCT</p> <p>Yoga Mats</p> <p>Behavior Specialist</p> <p>SEL Specialist</p>

Commitment 3

Alpha Phi Alpha (Male students) Mid-Island Club (Female students)	Mentoring Programs during school and afterschool will create positive relationships with responsible adults and engage scholars in interesting activities/discussion that will increase connection with the MLO School Community and provide support.	Sign In Sheets Improved attendance/punctuality	Responsive Classroom Interventionist
Daily Attendance Updates on Infinite Campus	Educators will take daily attendance by class period within the first 8 minutes. Attendance Aide will reconcile the attendance on Infinite Campus within a 24 hour period	Attendance Reports Attendance Committee Feedback Teacher Recommendations Infinite Campus Attendance Aide Reports	Attendance Tracker Attendance Letter Attendance Aide Attendance Verification Form

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End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
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.

By the end of the 2021-22 school year:

We will achieve 85% attendance for Grades 6 - 8.

We will engage 85% of all identified Tier 2 & Tier 3 scholars.

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>Strengthen connections among students, staff, community members in order to build and cultivate trusting relationships.</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>To promote student engagement with learning, and build social, emotional, and academic confidence.</p> <p>Social Emotional Learning Training-MLO's Responsive Interventionist will work with outside agencies to provide training for staff.</p> <p>Equality and Self-Reflection for Identified Schools educators survey indicates that continuation of fostering close relationships with students and families inclusive of working in partnership with families to gather insight into students' cultures, goals and learning preferences would be beneficial in nurturing trusting relationships.</p> <p>Educators would benefit from, but not limited to, the prioritization of social-emotional learning programs such as restorative justice and establish an inclusive space that encourages cultural identity development through affirming race, class, gender, language, ability level, and any other differentiator.</p> <p>Family Survey reflected, parents and guardians would like to continue to strengthen relationships with School leaders, teachers, families, and community partners demonstrate trusting relationships.</p> <p>Student surveys reflect, a deeper understanding and compassion is needed with regards to online/hybrid instruction. Students expressed difficulties</p>

Commitment 3

	and stressors that they are experiencing and would like for their teachers to know about them.
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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?
Social Emotional Learning Standards Homeroom Advisory Classes Implementation of Lions Quest SEL Curriculum	Include Social Emotional Learning Standards in the MLO Explicit Lesson Plan Template. Monthly District Character Traits/ PRIDE Respect, Responsibility, and Readiness. Kick-Off in October of Lions Quest Curriculum	Student Check Ins prior to the Do Now. PBIS (Positive Behavioral Interventions and Supports). The ability for students to self-identify how they are feeling. Exit Tickets	Lesson Plan Feedback Form CASEL Framework (Collaborative for Academic, Social, and Emotional Learning) SEL Lions Quest Curriculum Warrior Bucks 30 MLO Teachers will be trained in Lions Quest SEL Curriculum 15-Grade Six, 8- Grade Seven, & 7-Grade 8.
Develop after-school programming	Provide After School activities based on student interests. Extracurricular clubs.	Student participation rates Google Survey Results	Posting for Extracurricular advisors Stipends

Commitment 3

			<p>Spacing</p> <p>Supplies pertinent to the club</p> <p>Community Partners</p> <p>Activities such as student showcase and Mosaic magazine</p> <p>Quarterly student survey to assess</p>
<p>NYS Mentoring Partnership</p> <p>Peer to Peer</p> <p>Staff to Student</p>	<p>Create Connections.</p> <p>Meet bimonthly.</p> <p>Staff professional development on becoming a peer mentor.</p> <p>Scholar professional development on becoming a peer mentor.</p>	<p>Awareness of Mental Health</p> <p>Decrease in negative thoughts and self perception</p> <p>E.g. Name three positive things about yourself</p>	<p>Progress Monitoring Tool</p> <p>Screening</p> <p>Assessments</p>
<p>Monitor Academic Performance, Attendance, Behavior</p>	<p>Track Indicators that have impact on Graduation Rate</p>	<p>Report Cards</p> <p>Progress Reports</p> <p>Monthly Teacher Observation Checklist</p> <p>Parent Feedback</p>	<p>Parent Feedback Form</p>

Commitment 3

<p>Cooperative Learning and Group work</p>	<p>Group Projects.</p> <p>Hands on Group Activities.</p> <p>Educators meet to discuss the cooperative learning and group work curriculum.</p>	<p>Project Based Group Activities</p> <p>Oral Presentations</p> <p>Teacher Data</p>	<p>Rubric</p> <p>Teacher Data Form</p> <p>Student Reference packet</p> <p>Graphic Organizers</p> <p>Concept Maps</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 (e.g. % agree or strongly agree)
Student Survey	<p>What are some things you think are important for all teachers to know about what it is like to be a student at our school?</p> <p>Example student response: <i>"It can be extremely stressful for us; you may think it's easy for us since we are virtual but that is not always the case. I can't speak for everyone but from my experience, it's been such a difficult and stressful time. I feel like my whole life revolves around school and work and grades. I'm slowly starting to lose motivation for my hobbies, self care, and school all together. I would really want them to know that some of us struggle more than others on certain subjects or learn differently so their teaching may not be for everyone. I just want them to also know that some of us try our very best."</i></p>	
Equity Self Reflection Staff Survey	<p>Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator. <i>Emerging 20.8%- Integrating 56.3%- Sustaining 23.9%</i></p> <p>Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.</p>	<p>Increase in Integrating to 75%</p> <p>Increase Integrating to 75%</p>

Commitment 3

	<i>Emerging 16.7% - Integrating 41.7% - Sustaining -41.7%</i>	
Family Survey	School leaders, teachers, families, and community partners demonstrate trusting relationships. 15.4% Strongly disagree- 15.4% Disagree- 53.8% Neutral - 15.4% agree 15.4% strongly agree	Increase agree & strongly agree by 25%

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.

X 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	

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	

Evidence-Based Intervention

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
Dr. Darlene White	Principal
Mr. Darryl Tue	Assistant Principal
Ms. Katrina N. Crawford	Math Lead Teacher
Ms. Monique DeMory	PPS/Guidance
Mr. Steve Eason	Security Officer
Mrs. Laurie Farber	Community Member
Ms. Natayna Fletcher	Security Officer
Dr. Joshua Furnell	ELA Teacher
Mrs. Barbara Haynes	Teacher Assistant Representative
Mr. Reginald Mays	Community Stakeholder
Ms. Vinchinzia Myers	Cafeteria Lead Person
Mrs. Zondra Outlaw	Attendance Monitor
Mrs. Kathlyn Popko	Social Studies Lead Teacher
Mrs. Desiree Pressley	Science Lead Teacher
Ms. Michelle Stewart	ENL Lead Teacher
Ms. Samantha Suggs-Brown	Social Worker
Mrs. Kesi Tolliver	ELA Lead Teacher
Ms. Kelly Ureña	SEL Learning Specialist
Ms. Renee Williamson	Parent Teacher Association President
Michael Idungafa	Scholar

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Victor Idungafa	Scholar
Marcos Pineda	Scholar
Mylani Pryam	Scholar
Nancy Vielle	Parent
Taiwo Idungafa	Parent
Belkis Galeas-Gomez	Bilingual Parent
Delmy Urias	Bilingual Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>04/22/2021</i>						
<i>05/06/2021</i>						
<i>05/12/2021</i>						
<i>05/13/2021</i>						
<i>05/20/2021</i>						
<i>05/25/2021</i>						
<i>05/27/2021</i>						
<i>06/01/2021</i>		X			X	
<i>06/02/2021</i>		X			X	
<i>06/03/2021</i>					X	
<i>06/04/2021</i>			X		X	

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06/07/2021			X		X	
06/08/2021		X			X	
06/09/2021			X		X	
06/10/2021					X	
06/11/2021						
06/15/2021					X	
06/16/2021					X	
06/17/2021				X		
06/22/2021					X	
06/23/2021					X	
06/24/2021					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

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 emerged 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. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.