New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Wide Plan
2021-22

District	School Name	Grades Served
Wyandanch UFSD	Dr. Martin Luther King, Jr. Elementary School	3 - 5

Collaboratively Developed By:
Lisa Pedian, Jonathan Afanador, Elizabeth Moshkovich, Jacqueline Rychalski, Quilana Young, Maria Quinones, Shelby Harper-Hankerson, Stephanie Zervakos, Brianna Meyer, Nicola Mancuso, Dr. M. Habersham, Dianna Rivera, Tawanna Rice *And in partnership with the staff, scholars, and families of Lafrancis Hardiman Elementary School/Annex*

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 scholars 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 Scholars 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 commit to cultivating a school climate in which scholars and staff feel welcome and safe in order to promote affirmation, acceptance and foster success in all areas. This will create a culture in which all scholars are motivated to attend school.
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?*	We believe as a school that our scholars need an equitable learning environment that promotes compassion and respect in order to prepare them for future academic success. We would also like to make sure that the SEL materials connect to the cultural identities of our scholars. SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, decision making and attendance. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives scholars a framework for developing these skills. The Second Step program helps children experience SEL throughout their day, across home, school, and out-of-school time environments, and throughout developmental stages while incorporating compassion in the classroom, common language across environments, and educator well-being. On the fall 2020-2021 survey, only 49% of parents felt that scholars do not threaten/bully each other. On the fall 2020-2021 survey, only 32% of staff felt that scholars are on time and rarely absent from school. Only 63% of parents felt that there are consequences if their child is late or skips school.

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?
Implementing Second Step as part of the CASEL framework for Character Education.	Character education teachers will use the Second Step framework in order to provide SEL instruction to our scholars	Speaking with scholars and teachers Surveys after completing Second Step units/Exit Ticket	Funding-Second Step has already been purchased Time- SEL team will need time to become familiar with Second Step in order to train the character ed. teachers. Character ed. teachers and SEL team will need time for training. Schedule-a character ed. schedule will need to be created.
Implementing One World as part of the framework for Social Emotional Learning.	An enrichment program that empowers scholars' growth through character education and service learning.	Speaking with scholars and staff	Schedule: One World advisors meet monthly. Meetings with students held weekly. Time: Staff collaborate throughout the year with other schools and groups around the world
Parent and teacher SEL newsletter	Creating a quarterly digital newsletter regarding SEL practices, strategies, etc.	Speaking with scholars and teachers	Time-SEL team would need time to create newsletters
SEL Surveys	SEL team would create surveys regarding staff and student feelings about school climate	Analyzing Data	Time-SEL team would need time to create surveys and analyze data.
Art/Murals displaying diversity and a sense of belonging.	Collaborating with art teachers	Speaking with scholars and staff	Funding-Art supplies

			Time-Art teachers would need time to collaborate with SEL team and paint Individuals-Art teachers, SEL team
School Song that promotes unity.	Collaborating with music teachers to create a song that promotes unity	Speaking with scholars and staff	Time-music teacher would need time to collaborate with the SEL team and to create a song. Individuals-Music teacher, SEL team
Trauma informed PD	Trauma team will lead professional development for staff	Speaking with scholars and staff Surveys/Exit Ticket	Time-Monday meeting time allotted for trauma informed PD. Individuals-Trauma team
SEL support for staff	SEL PD, trauma informed PD, team-building activities, moral boosters. "W.E.B." Committee. The Work Entertainment Bunch will be holding activities to promote unity and a positive culture with staff.	Speaking with teachers Surveys/Exit Ticket	Time-one Monday meeting per month will be dedicated to SEL staff support Funding-for PD materials, activities
PD regarding transitioning back to the "new norm"	Providing support regarding trauma and anxiety for staff in transitioning back to "the new norm." Providing support for teachers to support their scholars in transitioning back to the "new norm."	Speaking with teachers and scholars Surveys/Exit Ticket	Time-Monday meeting time allotted for transitioning back to the "new norm" Individuals: SEL Team

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	N/A	
Staff Survey	-Scholars are on time and rarely absent from school (previous year 32% agree or strongly agree)	Increase to 50%
Family Survey	-Scholars do not threaten and/or bully each other (previous year 49% agree or strongly agree) -Scholars do not threaten and/or cyberbully each other (previous year 50% agree or strongly agree) -There are consequences if my child is late or skips school (previous year 63% agree or strongly agree)	Increase to 70% Increase to 70% Increase to 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.
-Scholars and staff will complete a Fall 2021 survey in regards to school climate. -Scholars and staff will then complete a survey in the Spring 2022 to measure the progress of implemented strategies relating to the commitment. -Collaboration with the attendance team in order to provide feedback and data regarding student attendance.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	To continue building a vertically aligned, cohesive curriculum that is culturally responsive through the use of mentor texts, and corresponds with a balanced literacy approach.
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?*	• We believe as a school that the scholars need to be exposed to a curriculum that is culturally responsive, where they can make direct connections with their own life and build a love of learning. • We believe that using the balanced literacy approach where mentor texts are embedded in daily instruction will help scholars relate to stories, helping to build a love for reading and promoting self-awareness. • The balanced literacy approach will allow teachers to infuse reading and writing into all academic areas, which in-turn can increase student performance. • Based on the Culturally Responsive Education (CRE) Survey, 20% of teachers feel that there is a lack of representation of diverse characters within curriculum resources. • Based on analysis of the current curriculum by the CRE Team, 80% of the NYU Steinhardt Scorecards revealed that the curriculum fell within the "culturally destructive" column. • Based on the March 2021 Balanced Literacy Teacher Survey, 93.6% of teachers feel that implementing culturally responsive mentor texts within balanced literacy will influence authenticity of scholars' writing. • Based on the March 2021, Balanced Literacy Teacher Survey, 83% of the teachers stated they believe using culturally responsive mentor texts with balanced literacy increases their pedagogy as an educator • According to the 2020-2021 DTSDE Survey, 27% of parents who took the survey are either unsatisfied or unsure with the quality of the school's reading instruction. 31% of parents who took the survey are either unsatisfied or unsure with the quality of the school's writing instruction. • According to the 2020-2021 DTSDE Survey, 30% of teachers who took the survey do not feel that students are learning what they need to know to be successful in the next grade or after graduation. Additionally, 39% of teachers do not feel that the variety of activities and courses at this school keeps students engaged in learning. • According to the 2020-2021 DTSDE Survey, 20% of our students do not feel that their schoolwork (tests, reports, presentations, etc.) is challenging for them. • The aforementioned data from the DTSDE Survey supports the need to build on our implementation of a vertically aligned, culturally responsive balanced literacy approach.

DTSDE Survey:

LFH Teachers: Students are learning what they need to know to be successful in the next grade or after graduation. (N=19) 21% Disagree

LFH Teachers: The variety of activities and courses at this school keeps students engaged in learning. (N=18) 29% Disagree

LFH Parents: I am satisfied with the quality of this school's reading instruction. (N=117) 16% Disagree

LFH Parents: I am satisfied with the quality of this school's writing instruction. (N=117) 20% <u>Disagree</u>

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?
CRE (Culturally Responsive Education) Team provide mini-workshops to grade levels/content area	CRE Team members will work with grade level/content area teachers to discuss and help them gain a better understanding of how to implement culturally responsive resources.	Throughout the year, teachers will periodically be given a scorecard to assess the level of cultural responsiveness of resources (mentor texts, learning videos, passages, excerpts, word problems etc.)	-Schedule – time for mini workshops -Human Capital- CRE team members and teachers -Materials: Lists of suggested culturally responsive mentor texts
Teachers measure self-awareness of cultural responsiveness within their own pedagogy.	Teachers will use the Culturally Responsive Curriculum Survey to assess their own awareness and determine if they are adequately implementing CRE into their balanced literacy program. It also entails fostering a safe space for teachers to voice concerns and engage in open dialogue.	-A Culturally Responsive Survey will be sent out 3x a year to assess growth and determine what supports and resources are needed. -Administrators will see evidence (i.e mentor texts or resources being used) during walk-throughs and observations of culturally responsive lessons. (Administrators will agree upon checklist or a look for tool to use during walk-throughs.)	-Books ("Why are all the Black Kids Sitting together in the Cafeteria", "The Supportive Classroom", "For White Folks Who Teach in the Hood and the Rest of Y'all.") -Human Capital- Administrators and teachers -Time to complete surveys and review data -Time for the book study -Time for administrators to debrief with teachers
Inter-visitations to model classrooms where Balanced Literacy is established.	Teachers will be provided opportunities to visit balanced literacy classrooms to observe lessons in real time. Teachers will then be given time to meet with the model teacher to clarify any questions or misunderstandings.	The observers will then have the opportunity to teach a balanced literacy lesson with the guidance of a model teacher.	-Allotted time for inter-visitation -Allotted time for debriefing -Training for the model teacher -Consistency of implementation -Substitutes to cover classroom during inter-visitation

District Curriculum Writing team will work collectively to revise scope and sequence for the reading and writing curriculum	Grade level team will meet on a consistent basis to modify scope and sequences with guidance from the CRE team. This will ensure that the scope and sequences contain text and materials that are culturally responsive.	Seeing it real time through administration/teacher walk through and observations.	-Time to modify scope and sequences -Copy of the scope and sequence -List of culturally responsive and diverse mentor texts Human Capital- Administrators and teachers

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)
2021-2022 DTSDE Teacher Survey	21% of teachers who took the survey do not feel that students are learning what they need to know to be successful in the next grade or after graduation	Decrease teacher response to 10%.
CRE Teacher Survey	• Based on the Culturally Responsive Education (CRE) Survey, 20% of teachers feel that there is a lack of representation of diverse characters within curriculum resources.	Decrease teacher response to 10%.
DTSDE Parent Survey	• According to the 2020-2021 DTSDE Survey, 16% of parents who took the survey are either unsatisfied or unsure with the quality of the school's reading instruction. • 20% of parents who took the survey are either unsatisfied or unsure with the quality of the school's writing instruction.	-Desired response would decrease dissatisfaction of reading instruction to 10%. -Desired response would decrease dissatisfaction of writing instruction to 15%.
Balanced Literacy Teacher Survey	• Based on the March 2021, Balanced Literacy Teacher Survey, 83% of the teachers stated they believe using culturally responsive mentor texts with balanced literacy increases their pedagogy	-Desired response would increase teacher belief to 93%

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 2

- Increase in the diversity of the characters within books in classroom libraries
- Increase the number of culturally diverse texts within the scope and sequences
- Increase in the percentage of parent and teacher satisfaction with reading and writing curriculum
- Increase in the percentage of student engagement in reading and writing curriculum
- Increase in the percentage of teachers who believe that using culturally responsive mentor texts with balanced literacy increases their pedagogy.

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?	We commit to offer lessons and opportunities that match students' abilities and cultural identities and voice.	
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 school vision is to inspire the passion for learning and educating all students to achieve his or her full potential. In turn, our commitment will support infusing student voice and identity through content material and social engagement. Student learning happens all the time. The set commitment will delve into the social, emotional, and cognitive development for all students. Data from the *K-12 Insight Survey* concluded that 49% of elementary school teachers disagreed that he or she was given time to share with and learn from other teachers. As a consequence, the set commitment will provide strategies that support teachers. Teachers strive to provide instruction that allot student success. We recognize that in order to do so, teachers use scaffolding techniques to enhance student development using Depths of Knowledge questioning and Multiple Intelligence Techniques to support multiple perspectives for learners, in addition to Formative assessments. Teachers collaborate with Content Area Lead Teachers and colleagues to reflect on the following: educational practices, varied strategies, be able to plan and implement lessons and supports that are matched to individual student identities and learning needs. The classroom environment will continue to provide a platform for student voice using the following: peer collaboration, provide student surveys, and teacher-student conferences. Teachers collaborating with colleagues and students will provide teachers with the opportunity to self-reflect on individual pedagogy, and support in continued development of providing rigorous instruction through a facet of lenses to support students in reaching his or her full potential. The commitment to offer lessons and opportunities that match students' abilities and cultural identities and voice will allow our school to focus on developing scholars as independent learners and increase awareness of social issues, as well as, current events. Our commitment to develop formative assessments to meet the needs of all scholars' learning styles matches the district and schools vision to increase a passion for learning.	

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?
Extend opportunities of how to effectively embed explicit formative assessment questions and activities into lesson plans aligned with the Danielson rubric (Domain 1).	Grade level teams will meet to discuss, share and plan formative assessment questions to drive instruction, and assess the learning. Content Area Lead Teachers will model, support, and lead Professional Learning Communities (PLC) to demonstrate the gradual release model and use of stations, centers, and culturally responsive learning in the classroom.	Building Leadership will observe, provide feedback and coordinate supports with activities aligned to CRE exemplar and Danielson Rubric. Teachers will see growth in student performance e.g. exit tickets, unit text, interim assessment Students will change groups as they master skills and become more challenged	Scheduled Common Planning Time and Monday Meetings to provide time for Content Area Lead Teachers to support teachers. Scheduled Common Planning Time for teachers to discuss, share and plan formative assessment questions/activities
Teaching with multiple modalities	Teachers will continue to receive professional development on strategies for incorporating Depths of Knowledge (DOK) tiered teaching and Culturally Responsive Education to enhance lessons Professional development will be provided from: Teachers College - Reading and Writing Strategies K-5, Curriculum Responsive Education Committee , SEL Team, Savvas Math. Teachers will observe each other's implementation of lessons and provide feedback.	Teachers will plan and implement lessons that include leveled vocabulary and questioning, as well as, culturally responsive text that allow students to continue developing a deeper understanding for content material.	Substitute coverage will be needed to allow teachers to attend intervisitation and professional development.

Increase the use of student engagement activities	Scholars will be provided with opportunities to deepen their depth of knowledge level 4, and given opportunities to increase their voice and engagement using activities such as student- led activities.	- Student discussions - Student conferences - Peer conferences - Presentation of final activity - Student voice	- Grade Level Meetings - Teacher-student Meeting/Survey - Teacher intervisitation

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	My teachers know the real me. More than one race, culture, religion, and gender were represented in my learning time at school. My voice matters in this school. My teacher said things in a different way if I did not understand. My teacher challenges me to learn as much as I can. My teacher knew my strengths and where I struggled.	30 - 35% strongly agree 40 - 45% agree 10 -15% disagree/strongly disagree 10 - 15% Don't Know Percentages align with K-12 Insight Survey results, 2020
Staff Survey	I have learned from my colleagues this year. I feel confident teaching in multiple modalities now. Half of my students have become more independent learners this year. PLC are an effective way to work with my peers and share ideas. I have implemented most of the ideas shared in PLC's or common planning time. I grew substantially in my instructional practices from the rounding strategy. I used differentiation when planning small group instruction/activities.	30 - 35% strongly agree 40 - 45% agree 10 -15% disagree/strongly disagree 10 - 15% Don't Know Percentages align with K-12 Insight Survey results, 2020

	I used several entry points to meet my students where they are at. I took my students' learning styles into account when planning and executing lessons. I encouraged all of my students to have a voice during my lessons and build off of each other's thinking.	
Family Survey	Our school has made my child become more socially aware. My child advocates for his/her learning (independence). Teachers set high expectations for my child. Teachers provide feedback on tests and quizzes, which helps my child learn. Teachers allow my child to demonstrate his or her skills in a number of ways (eg. reports, presentations, tests, etc.) Teachers tailor instruction to students' strengths and interests. Teachers provide useful information about how to help my child do well in school.	30 - 35% strongly agree 40 - 45% agree 10 -15% disagree/strongly disagree 10 - 15% Don't Know Percentages align with K-12 Insight Survey results, 2020

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.
Survey will be implemented for the 2021-2022 school year. 80% of students surveyed will agree or strongly agree with the statement, "My voice matters in this school." 80% of students surveyed will agree or strongly agree with the statement "My teacher said things in a different way if I did not understand. 80% of students surveyed will agree or strongly agree with the statement "My teacher challenges me to learn as much as I can." In addition to the survey questions posed, the stated questions above will provide a qualitative response for students to share responses for disagree/strongly disagree.

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	
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
Dr. Monique Habersham,	Principal
Dr. Kevin Branch	Assistant Principal
Jonathan Afanador	School Psychologist
Elizabeth Moshkovich	School Social Worker
Lisa Pedian	School Psychologist
Jacqueline Rychalski	Grade 3 Teacher
Quilana Young	Grade 4 ENL Teacher
Maria Quinones	RtI Teacher
Shelby Harper-Hankerson	Grade 4 Teacher
Stephanie Zervakos	Grade 5 Teacher
Brianna Meyer	Kindergarten Teacher
Nicola Mancuso	Kindergarten Teacher
Jenelle Watler	Parent

Our Team's Steps

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

1. Interviewing Scholars
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 Scholars	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
6/25/2021				x	x	
6/21/2021				x	x	
6/18/2021			x	x	x	
6/16/2021		x	x	x		
6/15/2021			x			
6/14/2021		x	x			
6/10/2021		x				
5/24/2021			X CRE Survey			
11/2/2021			X Balance Literacy Survey			
10/15/2021			X SEL Survey			
6/25/2021				x	x	

Our Team's Process

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
After reviewing student data from the DTSDE Survey, we realized that many of our scholars do not feel challenged with the current curriculum. This prompted us to reflect on possible causes, which include scholars not seeing themselves reflected in curriculum and mentor texts, being unable to relate to curriculum and students feeling unengaged during lessons.   In turn, we committed to strengthening our balanced literacy approach, as well as integrating culturally responsive text to better relate to our students.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
While completing the Equity Self-Reflection form as a team, we came to the conclusion that our school building is mostly "emerging" in regard to sustaining a culturally responsive environment for scholars and teachers. This led us to commit to integrating culturally responsive curriculum, as well as encouraging teacher reflection and awareness of their own cultural responsiveness.

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.