



# School Comprehensive Education Plan

## 2022-23

District	School Name	Grades Served
Roosevelt UFSD	Roosevelt High School	9-12

**Collaboratively Developed By:**

**The Roosevelt High School SCEP Development Team**

**SCEP Team Members:**

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*And in partnership with the staff, students, and families of **Roosevelt High 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 2022-23 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 Relationship](#)

## Commitment I

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We commit to ensuring equitable access to rigorous, culturally responsive teaching and learning.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>As the first pillar of Roosevelt UFSD's Strategic Plan, we will implement standards-aligned curriculum, assessment and instructional practices and programs that engage every student in challenging work. We will differentiate and scaffold instruction to meet the unique needs of each student.</p> <p>Our instruction will connect with the daily lives of our students using culturally relevant examples that can tap into students' interest, knowledge, and culture.</p> <p>Because student engagement is essential, student engagement protocols will be used to foster student-centered learning.</p> <p>Based on student interviews and parent interviews, students indicate that teachers create lesson plans that include standards and clear objectives, but they lack interest, relevancy, challenge (only 41.2% agreed), and engagement.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Implementing Student-Centered Instruction</b></p>	<p>Regents courses will use the district-provided standards-aligned curricula. Algebra I, Geometry, Algebra II courses will follow Eureka Great Minds materials, pacing and common assessments for mid-module and end-of-module assessments. Social Studies, ELA and Science Regents courses will follow New Visions curricula materials and lessons (with the exception of Physics).</p> <ul style="list-style-type: none"> <li>Administrators and cohorts of teachers will meet <b>monthly</b> focusing on (learning targets, engagement protocols, checking for understanding strategies, differentiation, and questioning and discussion techniques).</li> <li>Teachers will strive to use at least one student engagement protocol in each lesson to</li> </ul>	<ul style="list-style-type: none"> <li>Data from Learning walks and observations will be shared at faculty meetings.</li> <li>Families and students will be surveyed <b>twice a year</b> to assess student-centered learning</li> <li>Organize teacher, student and parent Focus groups to be held <b>twice a year</b>. Teachers will run the sessions.</li> </ul> <p>Person responsible: Director of Curriculum &amp; Instruction</p>	<ul style="list-style-type: none"> <li>Purchasing curricular material to support student-centered learning</li> <li>Time and funding- Teachers will be provided after school time with an instructional support</li> <li>Scheduled Professional development sessions</li> </ul>

	<p>encourage all student participation and active student engagement with lessons. Teachers are encouraged to vary the protocols used each day.</p> <ul style="list-style-type: none"> <li>● During departmental meetings, teachers will be responsible for identifying four protocols that they will use during each semester. Sharing of strategies and student work will be the focus of these meetings. Lead teachers will set agendas for departmental meetings.</li> <li>● Administrators will use the learning walk tool to monitor the implementation of the Foundational Five professional learning and provide actionable feedback for teachers.</li> <li>● Lesson plans are submitted bi-weekly, using the district-approved lesson plan template, for review by administrators. Daily learning targets including the “by” statement will be the focus. Feedback will be provided with a focus on the strategies identified in professional learning sessions.</li> </ul>	<p>Person responsible: Lead teacher is responsible for collecting each teacher’s chosen protocols or group identified protocols Director of C&amp;I will provide spreadsheet for record-keeping</p> <ul style="list-style-type: none"> <li>● Administrators will share data on lesson plan completion, quality and feedback provided by administrators during SCEP and administrative meetings</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Draft of a new lesson plan template will be developed and shared for approval.</li> </ul>	<ul style="list-style-type: none"> <li>● The schedule will be shared with teachers around the submission of lesson plans.</li> </ul> <p>Person responsible:</p>	
<b>Making Data-Driven Decisions</b>	<p>Data will be used to make decisions at the school, department, and classroom level. Working in teams, teachers and administrators will use an inquiry cycle to analyze data, identify strategies to address gaps, and identify next steps to implement in the classroom, reflect on data from implementation and revise accordingly.</p> <ul style="list-style-type: none"> <li>● School-wide data will be reviewed <b>monthly</b> by administration, guidance counselors and lead teachers. The data will include, attendance, course-passing rates (<b>quarterly</b>), mid-term and final assessment, and referral data. We will review data and create action steps to address identified gaps. Department and grade level teams will analyze common assessment data <b>quarterly</b> to identify and</li> </ul>	<ul style="list-style-type: none"> <li>● Create a shared folder using google docs to store agendas, minutes, and data for dissemination to staff and faculty.</li> <li>● The data reviewed by the leadership team will be shared at <b>monthly</b> faculty meetings.</li> <li>● Building administration will monitor and support grade-level team meetings where data will be addressed.</li> </ul> <p>Person responsible: SCEP Team, Administration</p>	<ul style="list-style-type: none"> <li>● Administration and Lead teachers will meet with teachers during to discuss progress and review progress monitoring data (common assessments, benchmark assessment, course grades, and student work).</li> <li>● Teachers will have access to Data Warehouse and a professional development session will be provided</li> </ul>

	address curriculum and instruction gaps.		<ul style="list-style-type: none"> <li>● Baseline assessments and identified interventions</li> </ul>
<b>Integrating Culturally Responsive Curriculum and Resources</b>	<p>Integrating a pedagogy and curriculum that empowers students intellectually, socially, emotionally, and politically by using culturally responsive resources (relevant to students’ lives and cultures, broadens perspectives, and makes students globally ready) to impart knowledge, skills, and attitudes.</p> <ul style="list-style-type: none"> <li>● School-wide norms will be set by the faculty and students that will identify the expectations for all, thereby ensuring a welcoming and affirming environments for all. This will be created by a small committee with feedback from staff and students.</li> <li>● Professional development will be provided for all content areas on integrating cultural relevance.</li> </ul>	<ul style="list-style-type: none"> <li>● Department Coordinators will gather examples of culturally relevant lessons and materials used by teachers. These examples will be shared at the <b>monthly</b> Leadership meeting.</li> <li>● Students are being surveyed <b>twice a year</b> and interviewed through focus groups on the relevance of instruction.</li> <li>● Families/parents will be surveyed <b>twice a year</b> to ask about the degree to which their culture is reflected in the classroom content.</li> </ul> <p>Person responsible: Administration</p>	<ul style="list-style-type: none"> <li>● Summertime work sessions for identifying culturally responsive resources.</li> <li>● Professional development to understand what constitutes culturally responsive resources and why it is important</li> <li>● Purchasing of new books and curricular materials that are culturally relevant for classrooms</li> </ul>

<p><b>Placing Students into Appropriate Classes to Ensure Rigor</b></p>	<p>Re-evaluate the system for reviewing student placement into appropriate academic and language level classes.</p>		
<p><b>Monitoring, Supporting, and Holding Teachers Accountable for Instructional Change</b></p>	<p>During walkthroughs, building administration will utilize the Learning Walk tool to monitor, support, and hold teachers accountable for change in the following areas: assessing student engagement, instructional relevance, student-centered instruction, and the use of technology to increase student engagement</p> <ul style="list-style-type: none"> <li>● Feedback will be provided to assist with increasing student-centered instruction and increasing instructional relevance.</li> <li>● Professional development will be provided to administrators to create a common understanding of the look-for identified in the learning walk tool. Likewise, the learning walk tool will be shared with faculty to create a common understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● The district will use the PLC learning walk tool. The building administrators will create a schedule.</li> <li>● Walkthroughs will occur individually and collectively with the admin team to ensure inter-rater reliability. The Admin team will meet <b>weekly</b> to discuss data from the Walkthroughs.</li> <li>● Administrators will participate with teachers in professional development to ensure a common understanding of the learning walk look-fors.</li> <li>● Teachers will be surveyed quarterly to ascertain information on the effectiveness of the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators will conduct 4:20:80s (visit 4 classrooms a day, 20 classrooms a week, 80 classrooms a month) using the PowerApps app to collect their data.</li> </ul>

<b>Providing Tutoring and Intervention Services to Support Students</b>	<p>Need to be able to reach learners where they are when they're not reaching proficiency levels. Steps to address these issues include:</p> <ul style="list-style-type: none"> <li>● Create an after-school tutoring program to support students and ensure students are on-track for graduation</li> <li>● Utilize data to determine which students are failing courses required for graduation</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring course passing rates</li> </ul>	<ul style="list-style-type: none"> <li>● Resources for interventions including</li> </ul>
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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:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>-My teachers explain things in different ways so that all students learn.</li> <li>-Teachers provide time for students to discuss topics and learn from each other.</li> <li>-Our school curriculum (work) is challenging.</li> <li>-Administrators are visible and visit my classroom regularly.</li> <li>-My teacher asks questions that make me think</li> </ul>	70%

<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>-Our school uses key measurements, such as common assessments to monitor student progress</li> <li>-Teachers consistently differentiate activities and materials to meet student needs</li> <li>-Teachers construct classroom activities to ensure high student engagement</li> <li>-We actively engage families in conversations around students' needs/progress</li> </ul>	70%
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>-Our school leaders set high expectations for staff and students</li> <li>-Our school curriculum uses technology to support learning</li> <li>-I receive specific test/assessments information about my child(ren) progress</li> <li>-My child(ren) is challenged by his/her teacher</li> </ul>	70%

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

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p>
<p>August 2023 Graduation Rate of 90% or greater.  Star Reading Assessment data will indicate an increase in students' Grade Level Proficiency.  Star Math Assessment data will indicate an increase in their Grade Level Proficiency.  Quarterly grades 10% increase in students passing all four core classes.  Regents Passing 5% increase in students passing in Algebra I and English Language Arts.</p>

# COMMITMENT 2

## Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to implementing needed change in school policies that promote a healthy, safe, and culturally responsive environment for all students.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Student well-being, academic success, and a sense of belonging are based on a foundation of clear expectations, norms, and common values that are held by the entire school community. This foundation is built upon the consistent implementation of clear policies, systems, and structures that foster safety, respect, and an environment where student learning and well-being are pre-eminent.</p> <p>Implementing change will require a shared responsibility by all parties: administration, teachers, students, and parents.</p> <p>Student, teacher, and parent surveys and interviews support the need for this re-examination and implementation of current policies and actions. Student survey data shows that only 43% of students feel safe in their school. 20% of students indicate that students in the school follow school rules.</p> <p>Both teachers and students report that student behaviors significantly interfere with instruction (76%) and below (30%) feel that school rules are posted, reviewed and understood.</p> <p>The Equity Survey results also reveal that there is a need to strengthen relationships within the school among groups, as well as to celebrate student cultural identities.</p>

This commitment will help us to actualize the District and school vision to create a safe environment of respect and rapport while enforcing and adhering to school-wide procedures and policies.

## 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?
<b>Providing an environment where clear expectations allow each student to feel safe and respected</b>	Clear expectations for behavior for all stakeholders within a school is essential to building a safe environment where students can learn and thrive and where teachers and administrators can do their best for students. To achieve this we will: <ul style="list-style-type: none"> <li>Update the code of conduct (consider renaming to: Student Rights &amp; Responsibilities) to reflect changes that are required to ensure clarity and consistency of expectations for student conduct within and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and student survey items reviewed (safety items) in January, June Surveys</li> <li>Collecting and analyzing data on discipline referrals</li> <li>Revisit plan for addressing each of the concerns raised by the data <b>quarterly</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance, social workers, psychologists will work with admin leadership to plan and set up sessions for a welcoming, safe, and affirming school environment.</li> </ul>

	<ul style="list-style-type: none"> <li>● Communicate the expectations for student conduct around dress code, harassment issues, etc. to all stakeholders consistently before school and at strategic points throughout the year.</li> <li>● Identify ways in which the faculty will support the communication of the expectations of the Code of Conduct through discussion, lessons, etc. with students at the beginning of the year.</li> <li>● Examine behavior referrals and consequences to ensure administrative consistency and clear communication of expectations.</li> <li>● Sharing the steps for teachers to use the digital referral process</li> <li>● Establish classroom norms with students to promote a positive environment where all voices can be heard and respected</li> <li>● Communicate the Code of Conduct with families to create partnerships around issues of language, dress, behavior, harassment etc.</li> <li>● All changes to code of conduct will be translated into Spanish</li> <li>● Students will have an ID that will be used to determine whether they are where they should be (Scholar Chip)</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty/Student/Parent Focus Groups November, January, April.</li> <li>● Create a student advisory team to support the discussion of key issues.</li> <li>● Support teachers in setting norms with examples and process points.</li> </ul> <p><b>Person(s) or Group responsible:</b> Admin team, PTA for family engagement surveys (Ms. Poyser), SCEP team</p>	<ul style="list-style-type: none"> <li>● Regularly reference the survey items.</li> <li>● Summer days for the SCEP team to review Code of Conduct, create models of norms, plan for communication to faculty in September and throughout the year.</li> </ul>
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<p><b>Ensuring student success through consistent attendance in school and class</b></p>	<p>The importance of consistent attendance in school for all students is a common factor in the ability for students to achieve and develop a sense of belonging. To achieve this we will:</p> <ul style="list-style-type: none"> <li>● Review attendance policies with the SCEP team and new attendance officer to ensure that all aspects of attendance have been addressed.</li> <li>● Update and communicate policies around late arrival to school, late to class, consequences for missing class.</li> <li>● Ensure that teachers and substitutes are accurately taking and recording attendance and that attendance is accurately reflected in the Parent Portal.</li> <li>● Identify students who are chronically absent and with counselors make a plan to remediate possible issues.</li> <li>● Create and communicate teacher role in communicating student absences. (How many, updated phone, email list, potential supports) Create communication logs to show efforts and successes in communication with families.</li> </ul>	<ul style="list-style-type: none"> <li>● Updated attendance policies and the role of the attendance officer will be shared prior to school so that all staff have common understanding.</li> <li>● Collect data and share with SCEP team at <b>monthly</b> meetings showing impact of changes</li> <li>● Analyze teacher log contact logs and interventions by counselors, social workers etc. showing data around effectiveness of interventions.</li> <li>● Collect data on students in the cafeteria or other places when they should be in class.</li> </ul>	<p>Hire an attendance officer/team to monitor attendance throughout the year.</p> <p>Funding for parent interventions, student tutoring to remediate consequences of repeated absences.</p>
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	<ul style="list-style-type: none"> <li>● Update ways to communicate with families - students fill out a contact for each class in September as a part of getting to know students.</li> <li>● Identify ways in which social workers and counselors will support families with students with chronic absences.</li> <li>● Closely monitor students going to the cafeteria when they should be in class.</li> <li>● Clear communication with families around attendance policies, chronic absences.</li> <li>● Parent conferences with students with repeated absences.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance officer will meet with and share data with SCEP team quarterly.</li> <li>● Attendance officer, administration meet with families of students with chronic absenteeism. Log of interaction is shared.</li> </ul>	
<p><b>Creating a shared vision and plan for consistent and fair</b></p>	<p>Research indicates that the key elements for a policy to remediate discipline in schools includes a clear vision, shared plan,</p>	<ul style="list-style-type: none"> <li>● Referral data analyzed and shared</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development for</li> </ul>

<p><b>discipline in classrooms</b></p>	<p>consistent and fair consequences, and documentation. To achieve this we will:</p> <ul style="list-style-type: none"> <li>● Use the updated and communicated Code of Conduct and discipline matrix to share the plan for addressing discipline issues within the school so that all stakeholders understand the system used.</li> <li>● Administrators meet prior to school and regularly throughout the year to analyze behavioral referrals to determine patterns of responses from individual administrators to evaluate consistency.</li> <li>● Teachers and administrators are visible in hallways before and after classes to support positive student behaviors.</li> <li>● Work with newly hired assistant principals to create a vision for how discipline should be handled in the school.</li> <li>● Explore research and best practices on how to effectively use discipline practices to remediate chronic behavior. (Restorative Justice, alternatives to suspensions)</li> <li>● Conduct a Safety Audit to determine “hot spots” where behavior infractions are occurring and</li> </ul>	<p>at <b>monthly</b> SCEP meetings</p> <ul style="list-style-type: none"> <li>● Student and teacher survey data around key questions. November, January, April</li> <li>● Student, teacher focus groups in November, January, April</li> <li>● Counselors sharing data on interventions used to support challenging students</li> <li>● Administrators will use referral data at <b>bi-weekly</b> administrative meetings to analyze behavioral issues and responses.</li> </ul>	<p>administrators around best practices in using discipline to remediate behavioral issues.</p> <ul style="list-style-type: none"> <li>● Professional development for security guards to share best practices in dealing with behavioral issues.</li> <li>● Consider creating an electronic version of student referral form</li> </ul>
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	<p>determine how to allocate resources to address these issues.</p> <ul style="list-style-type: none"> <li>● Provide clear expectations for and professional development for the Security Staff to ensure they are using best practices to address student behavior and that they are strategically located in place (bathrooms) where difficult behaviors most occur. Meet <b>twice a month</b>.</li> <li>● Form containing common expectations and norms will be shared with security guards</li> </ul>		

## 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>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>-I feel safe in my school.</li> <li>-Most students in our school follow the rules.</li> <li>-At this school, we talk about the importance of understanding and accepting each other.</li> </ul>	65%

	<ul style="list-style-type: none"> <li>-If there is racial or equity concerns, we address it.</li> <li>-Behavior does not interfere with instruction.</li> </ul>	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>-We have an effective system for developing and building student social emotional health.</li> <li>-Procedures are in place to prevent and deal with bullying.</li> <li>-School rules are posted, reviewed and understood.</li> <li>-Our students accept corrective feedback.</li> <li>-Student behavior does not interfere with instruction.</li> <li>-As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.</li> </ul>	65%
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>-Our student service team (counselors, social workers, guidance, etc) provide student support</li> <li>-Our school provides a safe environment for staff and students</li> </ul>	65%

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 2022-23 school year.

Quarterly grades 10% increase in students passing all four core classes.  
 Regents Passing 5% increase in students passing in Algebra I and English Language Arts.  
 Attendance Rates 5% increase in student attendance.  
 Behavioral Referral Rate 10% decrease in referrals.

### Commitment 3

#### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to creating an environment where staff and students promote a sense of belonging and recognizes the importance of shared values, clear expectations, communication, and inclusion.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The research is clear around the key components of a strong culture: leaders communicate well, relational trust is strong, and there is a clear focus on what is best for students. Building a strong culture within a building breeds success for students. When the building community shares strong norms, values, celebrations, and rituals the likelihood of student success increases. Particularly important to this success is the key element that all voices in the community are heard and valued. Therefore, we are committed to understanding the role of culture in our education as a key element of creating an inclusive culture, as well as the significance of setting clear expectations about those behaviors that support student well-being and high levels of achievement for all.</p> <p>Only 64% of students reported that school leaders have high expectations for students and 56% of students report that leaders talk about the importance of</p>

learning. Students also report (46%) that racial and equity concerns are addressed at school. Each of these: vision, clear expectations, and the ability to transparently talk about important issues are critical to building strong cultures.

Parent interviews reveal that communication from the building is not strong and impedes their ability to support their students. Parents also report the need to build relationships among the various cultures in our community.

Fifty-six percent of teachers report that our school believes in and supports diversity and 34% indicated that we provide programs so that families can help their children at home.

As a result of this evidence, we are committed to supporting a culture that allows each member of the school community to succeed by: creating clear expectations for students, staff, and administrative practice, insisting on timely communication to ensure that all stakeholders can be prepared, and ensuring an equitable environment that supports all students.



STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could	What resources (Schedule, Space, Money, Processes, Individuals) are

		include qualitative or quantitative data.)	necessary to support these strategies?
<b>Promoting and strengthening our understanding of diverse cultures and identities</b>	<p>Creating student-centered learning environments that affirm cultural identities to foster positive student outcomes for all students. To do this we will:</p> <ul style="list-style-type: none"> <li>● Plan professional development to promote a common understanding and awareness of culturally responsive teaching.</li> <li>● Share research with our colleagues about culturally responsive teaching and learning.</li> <li>● Plan faculty meeting time for teachers to discuss key issues and strategies around creating student-centered learning that affirms cultural identities.</li> </ul>	<ul style="list-style-type: none"> <li>● Student survey and focus group data</li> <li>● Classroom observations</li> <li>● Exit tickets at faculty meetings.</li> </ul> <p><b>Person(s)/Group Responsible:</b> Administration, Director of C&amp;I will find professional development resource, SCEP</p>	<ul style="list-style-type: none"> <li>● Some faculty meeting time will be used for professional development on culturally responsive teaching</li> </ul>
<b>Raising awareness and celebrations of all cultures</b>	<p>We are committed to understanding and celebrating the role of culture as a part of our collective and individual identity. To support these efforts we will have celebrations around:</p> <ul style="list-style-type: none"> <li>● Hispanic Heritage month</li> <li>● Black History month</li> <li>● Women’s History month</li> <li>● Autism Awareness month</li> <li>● Pride month</li> </ul>	<ul style="list-style-type: none"> <li>● We will assess success in this area through student surveys and student focus groups</li> </ul>	<ul style="list-style-type: none"> <li>● Bring in resources such as Herstory, guest speakers,</li> </ul>

	<ul style="list-style-type: none"> <li>● Pi day</li> <li>● Morning announcements are now in both English and Spanish</li> <li>● Town Hall forums</li> <li>● Student assemblies on focus issues</li> </ul>	<p><b>Person(s)/Group Responsible:</b> Principal, Assistant Principals, Director of ENL &amp; World Languages K-12</p>	
<p><b>Engaging Parents as Partners to support success for all students</b></p>	<p>Intentionally strengthening the school-student-family communication to include all sub-groups in order to build relationships that fosters openness and transparency to support the whole child. This will continue the support for parents and families to understand the academic and behavioral expectations for their students. Activities may include:</p> <ul style="list-style-type: none"> <li>● Parent University</li> <li>● Exploring pathways for communication with all parents</li> <li>● Family culture nights</li> <li>● Family resource night</li> </ul>	<p>Families/parents will be surveyed <b>quarterly</b> to ask about the degree to which they believe school and family relationships and communication have improved, openness and transparency re: academic and behavioral expectations</p> <p><b>Person/Group Responsible:</b> Administration and SCEP team, department teachers such as ENL, World languages, art, music, technology</p>	<ul style="list-style-type: none"> <li>● Schedule Space, Money/Resources, staff for afterschool activities with Families, students, and staff.</li> <li>● Secure alternative locations for family engagement activities and support for materials, food etc.</li> </ul>
<p><b>Increasing Timely and Effective Communication and Sharpening Focused Use of Faculty meetings</b></p>	<p>Clear expectations and timely communications allow all stakeholders to do their best. We will be intentional about each of the following:</p>	<ul style="list-style-type: none"> <li>● SCEP team will review faculty meeting agenda to support administration.</li> </ul>	<ul style="list-style-type: none"> <li>● Sunshine committee</li> </ul>

	<ul style="list-style-type: none"> <li>● Creating an agenda for each faculty meeting with clear learning targets for the meeting.</li> <li>● Sharing the agenda three days prior to the meeting.</li> <li>● Sharing a calendar of meeting dates with the faculty with potential items that occur at strategic times.</li> <li>● Ensuring that all communications to the faculty effectively share clear outcomes, procedures, and are received in a timely manner.</li> <li>● Use the SCEP team to help identify key issues for faculty meetings.</li> <li>● Report on SCEP goals and progress using team members, data, etc.</li> <li>● Use SCEP team members and other staff to help facilitate discussions and activities.</li> <li>● Translate all family communications into Spanish</li> <li>● Create a Sunshine committee to recognize teachers and celebrations</li> <li>● Use portion of faculty meeting to celebrate teachers, administrators</li> </ul>	<ul style="list-style-type: none"> <li>● Survey the faculty regarding the effectiveness of communication November, January, April.</li> <li>● Exit tickets at faculty meetings to provide teacher feedback.</li> </ul> <p><b>Person(s)/Groups Responsible:</b> Administration and SCEP team</p>	
<p><b>Sharing school-wide events and celebrating our school</b></p>	<p>Creating opportunities for building relationships with all community stakeholders through celebrations and engaging school-wide events. Events will include:</p>	<p>Student and teacher surveys questions focusing on school climate and relationships.</p>	<ul style="list-style-type: none"> <li>● Funds for club advisors</li> </ul>

	<ul style="list-style-type: none"> <li>● Teacher - Teacher, Teacher-Student competitions, fairs, activities</li> <li>● School-wide clubs and activities</li> </ul>	<p><b>Person(s) Responsible:</b> SCEP Team, Director of Athletics</p>	<ul style="list-style-type: none"> <li>● Funds to support faculty and staff celebrations</li> </ul>
<p><b>Building relationships with students and promoting positive learning environments to support student success</b></p>	<p>Building culture is about making sure all students feel welcome and a part of a classroom. We will assess the classroom environments by:</p> <ul style="list-style-type: none"> <li>● Reviewing Danielson Domain 2: Classroom Environment indicators with faculty. <ul style="list-style-type: none"> <li>● Creating an Environment of Respect and Rapport</li> <li>● Establishing a Culture for Learning</li> <li>● Managing Classroom Procedures</li> <li>● Managing Student Behavior</li> </ul> </li> <li>● Provide classroom management professional learning for teachers, staff, and other professionals who have been identified through data.</li> </ul>	<ul style="list-style-type: none"> <li>● Review classroom observations to determine levels of performance for this Domain.</li> <li>● Use Climate learning walks to gather data on classroom environments and how they promote a strong culture.</li> <li>● Collect data to determine personnel needing classroom management pd</li> <li>● honor roll celebration</li> </ul> <p><b>Person(s) Responsible:</b> Administrative Team, SCEP</p>	<ul style="list-style-type: none"> <li>● Professional development on classroom management and building relationships to promote academic success and students well-being.</li> </ul>

## End-of-the-Year Desired Outcomes

Schools 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>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>-We have a positive environment that supports learning.</li> <li>-I am comfortable asking questions in class.</li> <li>-My teachers are supportive and encouraging.</li> </ul>	70%
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>-Students feel secure in taking risks and asking questions in class.</li> <li>-As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.</li> <li>-We actively engage families in conversations around students’ needs/progress.</li> <li>-We have an effective system for developing and building student social-emotional health</li> <li>-We contact families on a routine basis, not just in times of need/concern</li> </ul>	70%
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>-Our school leaders are positive and supportive of families.</li> <li>-Teachers support children’s emotional needs, increasing their confidence as learners.</li> <li>-As a parent/family member, I feel connected to our school.</li> <li>-Teachers contact me, not just in times of concern</li> </ul>	70%

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 2022-23 school year.

Quarterly grades 10% increase in students passing all four core classes.

Regents Passing 10% increase in students passing in Algebra I and English Language Arts.

Attendance Rates 5% increase in student attendance.

Behavioral Referral Rate 10% decrease in referrals.

## 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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence-based strategy will support commitments number 1 and 3 by providing individual and groups of teachers with professional learning opportunities to meet their individual needs. Through classroom visitations, feedback, and co-teaching, teacher practice will be strengthened to support student learning and well-being.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Swinson, Matthew	Principal
Lin, Nancy	Director of Curriculum & Instruction
Probst, Brittany	Assistant Principal
Henry, Carleen	Assistant Principal
Jackson, Cassandra	Assistant Principal
Gonzalez, Xiomara	Director of ENL & World Languages
Klein, Kitty	Interim Director of Guidance
Dube, Suzanne	Parent
Bryer, Alex	Teacher
Cox-Vineyard, Maria	Teacher
Duran, Nevys	Teacher
Forakis, Despina	Teacher
Howard, Jazmine	Teacher
Renner, Irina	Teacher

### Our Team's Steps

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

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

## Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
2/17/22			X	X		
3/3/22			X	X		
3/31/22			X	X		
4/7/22			X	X		
4/28/22	X		X	X		
5/26/22	X	X	X	X		
6/9/22		X	X	X		
6/21/22			X	X	X	
6/23/22			X	X	X	
6/29/22			X	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 interview process began by selecting questions from the Framework, having the SCEP committee select a cross section of the student population and schedule the interviews with parental permission, and the preparing of the committee with the "How to Interview Protocols" material from the framework. Finally the interpreting and analyzing of the data from the student answers. This entire process prepared the minds of the committee to identify effectively what our priorities are as a school through the students' lenses and determine what our commitments should be to address these areas of need and concern to support our students in their academic achievement and social emotional wellness.

#### Equity Self-Reflection

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

The Equity self-reflection was a very effective tool that allowed the committee to self-reflect on where we are as a school. We took some time to review and explain the Culturally Responsive Sustaining Framework, and the components of the Equity Self-Reflection before administering it to the committee. After completing the Equity Self-Reflection, we began the process of questioning our answers and having discussion around the four principles (Welcoming and Affirming Environment; High Expectations & Rigorous Instruction; Inclusive Curriculum & Assessment; Ongoing Professional Learning and Support). The questions we posed to ourselves as a committee were "Where are we in terms of the ratings?", "Why did we rate ourselves this way?", and "What are our thoughts behind these ratings? Answering these questions about our ratings gave us the rationale for our consensus and the analysis of the data that was needed to identify our priorities and determine our commitments.

## 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, 2022.

**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 2022-23 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 2022-2023 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 2022-2023 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-2023 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.