



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Roosevelt UFSD	Roosevelt Middle School	7 & 8

Collaboratively Developed By:

The Roosevelt Middle School SCEP Development Team

SCEP Team Members:

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Polk, Raymond (School Counselor)
Ramdas, Mitra (STEM Teacher)
Mitchell, Lauran (Parent)
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*And in partnership with the staff, students, and families of **Roosevelt 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 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

What is one commitment we will promote for 2022-23?	We commit to engaging students in experiences that immerse them in a safe, culturally responsive and social-emotional learning environment to build social, emotional, and cognitive skills for their future.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>We believe that student connection and wellbeing are an integral part of creating a safe, inclusive environment. It is important that all teachers and staff foster close relationships with students and families to gather insights into students' cultures, goals, and learning preferences. We also believe that an environment that is safe and culturally responsive encourages students to embrace their learning and build social, emotional, and cognitive skills. This is consistent with our student interview data and "How Learning Happens". Student interview data indicated a safe environment is necessary to engage in taking risks and asking questions. Per "How Learning Happens", Every child needs to feel safe, respected, supported, and a true sense of belonging.</p> <p>Based on the Family Engagement Survey, the majority of families indicated that the school actively engages them in conversations about student needs and progress.(62.5 %) Additionally, families are looking for timely, helpful and specific feedback throughout the learning process to feel better connected to the school. (Teachers contact me, not just in times of concern 41.2% agree)</p> <p>When completing our Equity Self-Reflection, parents and teachers found that we currently were not fostering close relationships with students that affirm and celebrate students' cultural identity. Additionally, the reflection also surfaced the need for staff to receive further social emotional skill development.</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>Providing a Safe, Welcoming and Affirming Environment Inside and Outside of the Classroom</p>	<p>We will be intentional about creating a safe, welcoming and affirming environment inside and outside of the classroom by:</p> <p>Reviewing Danielson Domain 2: Classroom Environment indicators with faculty.</p> <ul style="list-style-type: none"> ● Creating an Environment of Respect and Rapport ● Establishing a Culture for Learning ● Managing Classroom Procedures ● Managing Student Behavior 	<p>Students will participate in Principal Circles, Community Circles, Club enrollment, interviews, informal gatherings, and surveys on a safe welcoming and affirming environment. (Quarterly)</p> <p>Person/Group Responsible: Building Principal/Clerical/ FEAT (Family Engagement Activity Team), Advisors</p> <p>Learning walks/climate rounds and observations, including pre and post observation conversation will also be conducted and data collected. (focus: safe, welcoming, affirming environment i.e. Danielson Domain2)</p> <p>Person/Group Responsible:</p>	<ul style="list-style-type: none"> ● Time after-school, Resources/supplies ● Vendors/organization to support and supply professional development and follow-up for safety, cultural responsiveness, equity, diversity, and inclusion. ● S.T.R.O.N.G Youth ● LICADD EDU ● Relovelution ● REDZ inc.

	<p>Providing a space where everyone can find themselves represented.</p> <ul style="list-style-type: none"> ● Bilingual Parent Community Circle ● Faculty focus groups ● Hispanic Heritage celebration ● African American History celebration ● Student-generated RMS newspaper ● Graphics/Images displayed in the building ● ENL Alumni Panel <p>Creating a safe classroom/school environment that promotes risk-taking and engagement.</p> <ul style="list-style-type: none"> ● Establishing Norms ● School Dress Code ● DASA ● Peer Mediation ● Walk to the Right, etc. ● Monitoring Character ● Increase adult supervision 	<p>Building Administration Survey referenced above</p> <p>Families/parents will be surveyed quarterly to ask about the degree to which their culture is reflected and respected</p> <p>Person/Group Responsible: FEAT(teachers and staff) Family Engagement Activity Team, Club Advisors, Teachers, Administrative Team</p> <p>Staff and student surveys(safety items) per semester.</p> <p>Person/Group Responsible: Administrative Team, school staff, SCEP Team</p>	<ul style="list-style-type: none"> ● PLC '2022 Survey Items (Teacher, Student, Family) ● My Brother's Keeper ● Pretty Brown Girl <p>See '2022 interview & survey feedback for items to construct family survey (culturally responsive) '2022-2023</p> <p>See items from '2022 student surveys and interviews to construct student survey for '23</p> <p>Guidance, Social worker, Psychologist will work with building admin and staff to plan and set up sessions for staff for safe, welcoming and affirming environment</p> <ul style="list-style-type: none"> ● Mind Education ● Roosevelt Prevention Coalition
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<p>Social-Emotional Learning and Wellness</p>	<ul style="list-style-type: none"> ● Access to a support network (trusted adult, teams, spotlight scholars, etc.) <p>Scheduling monthly opportunities to encourage/celebrate students' experiences and achievements. These will include but are not limited to:</p> <ul style="list-style-type: none"> ● Student Culture Meetings ● Honor roll awards ● Achievement awards ● Hispanic Heritage celebration ● African American History celebration ● Student-generated RMS newspaper ● Peer mediation ● Student Council will increase students' voice ● Grade Level Advisory will plan multiple events <p>Providing teachers/staff with continuing support in establishing and maintaining community circles.</p> <p>Implementing culturally responsive curriculum materials that attend to social, emotional, and cognitive skills to foster</p>	<p>Teacher and student survey- <i>Opportunities for students to feel celebrated for experiences and achievements</i></p> <p>Person/Group Responsible: Teachers/Administrative Team</p> <p>Administer staff survey (item: I have the necessary support to establish and maintain a community circle)</p> <p>Person/Group Responsible: Administrative Team</p> <p>Formal and Informal Supervisory Process Classroom Visitations</p> <p>Person/Group Responsible</p>	<p>survey instrument</p> <ul style="list-style-type: none"> ● S.T.R.O.N.G Youth ● LICADD EDU ● Relovelution ● REDZ inc. ● Mind Education ● Balance Dance Theatre ● My Brother's Keeper ● Pretty Brown Girl <p>EL Education</p>
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	<p>positive relationships with others. (ELA teachers & EL Education Curriculum)</p> <p>Promoting the development of peer mediators to increase our capacity for resolution of issues. Students will receive training in peer mediation by an appointed club advisor/s.</p> <p>Building infrastructure and systems that support strong community and belonging</p> <p>Providing safe, consistent, and constructive space for students to express and process emotions, to heal from adverse experiences, and to get to know their peers, teachers, and administrators.</p>	<p>Administrative Team & EL Education</p> <p>Track number of peer mediation referrals</p> <p>Track number of repeat peer mediation referrals</p> <p>Person/Group responsible: Peer Mediation Team/Advisors</p> <p>Assess school climate using a variety of measures:</p> <ul style="list-style-type: none"> ● Principal Student Circles ● Interviews ● Informal gatherings ● Administering school climate survey to include SEL and safety items (Quarterly) ● Monitoring data around student conflict throughout the year on a monthly basis (see peer mediation below) ● Monitoring the number of incidents with the school 	<p>American Debate League</p> <p>Peer Mediation Advisor/s (2)</p> <p>ReLoveution</p>
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	<p>Providing safe, consistent, and constructive space for educators to express and process emotions.</p> <p>Providing educators with access to health, nutrition and physical fitness resources.</p> <p>Building a well-trained educator corps prepared to sustain social-emotional learning, restorative practices, and community building activities beyond this scope of work.</p>	<p>building on a monthly basis</p> <p>Person/Group Responsible: Administration/Clerical/ MS Support Staff (Psychologist, Social Worker, School Counselors)</p> <p>Include item on school climate survey Virtual space and process identified</p> <p>Person/Group Responsible: Administration, MS Support Staff (see above)</p> <p>Include item on climate survey for staff re: wellness support</p> <p>Person/Group Responsible:</p> <p>Gather educator corps feedback (quarterly) re: match between training, skills, actions and sustaining SEL, supporting restorative practices and community building activities.</p> <p>Person/Group Responsible: Administration, SEL Committee</p>	<p>Identify a structure</p> <p>Balance Dance Theatre</p> <p>Relovelution-Summer Wellness Series (Summer'22 training)</p>
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<p>Building Relationships with Students and Families</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.</p> <p>We will provide timely and efficient, in-person and virtual opportunities throughout the school year to engage parents to promote academic relationships with students and families. This will also include:</p> <ul style="list-style-type: none"> ● Families as extensions of their child’s learning 	<p>Families/parents will be surveyed quarterly to ask about the degree to which they believe School and Family relationships have improved.(communication, openness and transparency re: academic and behavioral expectations</p> <p>Person/Group Responsible: Administration and FEAT</p> <p>Family and students will participate in Principal circles, interviews, informal gatherings, and surveys on relationships with family and school. (Quarterly)</p> <p>Person/Group Responsible: FEAT</p>	<ul style="list-style-type: none"> ● Schedule Space, Money/Resources, staff for afterschool activities with Families, students, and staff. ● Learning and relationship-building activities. Sessions developed and facilitated by staff and/or outside vendors. ● Secure alternative locations for family engagement activities. <p>Translation support Propio-translation service</p>

	<ul style="list-style-type: none"> ● How can I help support my child academically ● Parent university <p>Provide regular communication between teachers and families for positive support and teaming together to work on actions to help students with areas of concern. Allocate PLC meeting time (one day per week) for the team to identify students and talking points (glows and grows) for conversations with families. AND... Allocate time during one faculty meeting per month for a designated group of teachers to contact families to share glows/grows. (departments on a rotating basis).</p> <p>Provide activities to help support relationships between teachers, parents, and students which will include but are not limited to:</p> <ul style="list-style-type: none"> ● Principal Family/Parent Circle ● Principal Student Circle ● Principal Teacher Circle 	<p>Share feedback from Principal circles at faculty meetings. Person/Group Responsible: Building Principal</p> <p>Teachers will maintain accurate meeting logs to include glows and grows (phone/in-person/ mailing) and will be monitored by building administration during APPR conferences. Danielson Domain 4: Communicating with Families Person/Group Responsible: Designated Department, FEAT Person/Group Responsible: <i>Designated Departments will report out at the next faculty meeting (calls made take-aways)</i></p> <p>Person/Group Responsible: Administrative Team/FEAT to facilitate and monitor</p>	<p>Translation support Facilities (library, auditorium, gym, etc.) Refreshments Supplies for activities Redz Inc. Project Adventure</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>I am safe in my school</p> <p>My Teachers are supportive and encouraging</p> <p>My teachers motivate me to work hard and improve</p> <p>My teachers believe I can succeed</p> <p>My teachers present information in a way I can understand</p> <p>I am comfortable asking questions in class</p>	80%
Staff Survey	<p>Our school leaders promote continuous improvement/ “growth mindset” for all</p> <p>Students feel secure in taking risks and asking questions in class.</p> <p>As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.</p>	75%

	<p>We actively engage families in conversations around students' needs/progress.</p> <p>We have an effective system for developing and building student social-emotional health</p> <p>We contact families on a routine basis, not just in times of need/concern</p>	
Family Survey	<p>Our school leaders are positive and supportive of families</p> <p>Our school provides a safe environment for staff and students</p> <p>Teachers support children's emotional needs, increasing their confidence as learners.</p> <p>Teachers support children's emotional needs, increasing their confidence as learners</p> <p>As a parent/family member, I feel connected to our school</p> <p>Teachers contact me, not just in times of concern</p>	80%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Student quarterly and End of year scores

Participants (Students and family) in events and activities throughout the year

Quantity and trend of data on VADIR

Quantity and trend data related DASA incidents

Quantity of referrals to peer mediation

Reduction in repeat referrals to peer mediation

80% of students indicate that they feel safe in the school

75% of staff indicate that they feel safe in the school

80% of staff families indicate that we contact families on a routine basis, not just in times of concern

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to policies and procedures that promote a high-quality engaging curriculum and instruction that is relevant and rigorous for all students.</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>We believe as a school that it is essential to implement a standards-based, rigorous curriculum that includes pacing guides and assessments. The goal of this curriculum is to ensure connections to student experiences and identities, providing students with opportunities to discover, research, and apply key concepts, ideas and provide culturally relevant materials for our lessons(EL Education ELA Curriculum). We also believe in the importance of creating student-centered learning practices that enable students to grow as independent learners, think critically, and apply learning to real-world situations.</p> <p>Students shared in interviews that teachers need to be clear about the intended learning and provide challenging and engaging experiences. The students also stated that they would prefer to have projects that highlighted their creativity and time to discuss topics and learn from each other.</p> <p>When completing our Equity Self-Reflection, parents and teachers agreed that our current curriculum and instruction did not target the culture of or provide adequate relevance for our students. Additionally, it was confirmed that there is a strong need for curriculum and instructional techniques that <i>engage all students</i>. Teachers shared in their survey and their interviews that they would like more helpful feedback and guidance about their practice related to student-engagement strategies.</p>

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 Student-Centered Instruction	<p>Lessons will be implemented that reflect student-centered instructional practices that are rigorous, culturally relevant, and provide choice for students. Professional development sessions will focus on lesson design and instructional practice through release time and weekly PLC sessions scheduled throughout the year.</p> <p>Administrators and cohorts of teachers will meet monthly focusing on (learning targets, engagement protocols, checking for understanding strategies, differentiation, and questioning and discussion techniques).</p> <p>During Professional Learning Community meetings, teachers, Department/Team coordinators, and administrators will monitor strategies used in classroom lessons. Sharing of strategies, student work and data will be the focus of these meetings.</p>	<p>Administration and Dept. Coordinators will meet with teachers during PLCs to discuss progress and review progress monitoring data (common assessments, STAR data, and student work). This data will show evidence of the impact of engagement strategies.</p> <p>Person/Group Responsible: Department/Team Coordinators, Administrative Team</p> <p>Instructional Rounds and Departmental and Team meeting summaries indicate that student engagement strategies are being implemented</p> <p>Person/Group Responsible:</p>	<p>Funding for release time for substitute teachers to cover classes for teachers to participate in the Foundational Five. Mentoring in Medicine Program Scheduled PLC's and release time.</p> <p>Schedule time for Department/Team Coordinators to meet with Teachers in their departments and on their teams</p>

	<p>Administrators will use the learning walk tool to monitor the implementation of the Foundational Five professional learning and provide timely and helpful feedback for teachers.</p> <p>Lesson plans are submitted in advance, bi-weekly for review by administrators. Feedback will be provided with a focus on the strategies identified in professional learning sessions.</p>	<p>Department/Team Coordinators, Administration, Teachers</p> <p>Data from learning walks and observations will be shared at PLC department and faculty meetings to monitor the implementation of professional development strategies. Feedback will be timely & helpful</p> <p>Person/Group Responsible: Administration, peer to peer feedback from teachers and coordinators</p> <p>Track percentage of submitted plans and timely helpful feedback provided</p> <p>Person/Group Responsible: Administration</p>	<p>Learning Walk Tools</p> <p>Time and funding- Teachers will be provided during and after school time with an instructional support coach to develop their lesson plans and instructional practices around student-centered learning</p>
Data-Driven Decision Making	Data will be used to make decisions at the school, PLC, and classroom levels. Working	Create a shared folder using google docs to	Access to data warehouse

	<p>in teams, teachers and administrators will use an inquiry cycle to analyze data, identify strategies to address gaps, and reflect on implementation to make revisions.</p> <p>At weekly PLC departmental meetings, data will be reviewed; this will include, attendance, course grades, mid-term and final assessment, and referral data. Formative assessment data will inform instructional decisions in the classroom. We will review data and create action steps to address identified gaps.</p> <p>Working in grade-level teams (Blue, Gold and Green), a schedule will be developed to address the following priorities as they are needed to be driven by data:</p> <ul style="list-style-type: none"> • Data analysis of common formative, student work, and benchmark assessments focusing on gaps in curriculum and instruction 	<p>communicate agendas prior to the meeting and store agendas, minutes, and data for dissemination to staff and faculty.</p> <p>The data reviewed by the SCEP leadership team will be shared at monthly faculty meetings.</p> <p>Person/Group Responsible: Administrative Team/clerical</p> <p>Administrators will attend departmental and team meetings to set expectations and monitor.</p> <p>Person/Group Responsible: Building administration will monitor and support grade-level team meetings where data will be addressed.</p> <p>As a result of using systematic data protocols (e.g. Atlas, Looking At Student Work, Data Wise, data walls etc) to monitor and adjust practice, course passing rates are increasing between quarters.</p> <p>Person/Group Responsible:</p>	<p>Professional development will be provided to the grade level team on the use of protocols to analyze and respond to data. It will be provided in the beginning of the year with refreshers during mid-year.</p> <ul style="list-style-type: none"> • Baseline assessments and identified interventions. • Two coordinators for each of the following departments will be selected: math, science, social studies, ELA <p>Additional staff will be hired to support staffing needs</p> <p>Development of RTI process and ongoing professional development</p>
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	<ul style="list-style-type: none"> ● Collaborative sharing of instructional strategies/professional development ● PLC Team meetings with support staff to address SEL/instructional data creating holistic action steps ● PLC Team meetings to target students in need utilizing the RTI process ● Grade level lesson planning with departments around the integration of the four principles of cultural relevance. ● Department and grade level teams will analyze common assessment data quarterly and regents data to identify and address gaps in curriculum and instruction. 	Administration/Department /Team Coordinators	
<p>Integrate Instructional Resources and Experiences that are Relevant</p>	<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>	<p>Department/ Team Coordinators will gather examples of culturally relevant lessons and materials used by teachers. These examples will be shared at the Admin/Coordinator’s Meeting (Shared in a Google Folder)</p> <p>Person/Group Responsible: Admin, Dept/Team Coordinators</p>	<ul style="list-style-type: none"> ● Purchasing of (social studies & science curricular materials that are culturally relevant for classrooms ● Time for development, resources, materials ● After School programs for staff and students ● for extra help (intervention and Enrichment)

	<p>Professional development will be provided for all content areas pertaining to integrating cultural relevance during faculty meetings.</p> <p>In September in PLCs teachers will begin to identify ways to address how to integrate cultural responsiveness resources into lessons.</p> <p>Department/ Team Coordinators will meet with teachers regularly during PLC meetings to help integrate cultural relevance into their unit plans and delivery.</p> <p>Infusion of technology in daily lessons to prepare students for the skills needed for their futures; planning, communicating, engaging students in research, and allowing students a window to a broader world.</p> <p>Provide isolated refresher sessions on Google Classroom and continue to go in-depth with Nearpod, Jamboard, and Peardeck. These different trainings will be</p>	<p>Students are being surveyed quarterly with a focus on the relevance of instruction. Person/Group Responsible SCEP Team</p> <p>Faculty Meeting Agendas Person/Group Responsible: Administration</p> <p>Unit plan review to include looking at cultural responsiveness when appropriate Person/Group Responsible: Administration</p> <p>Students are being surveyed quarterly regarding the use of technology to keep them engaged and develop skills. Person/Group Responsible: Department/Team Coordinators</p>	<ul style="list-style-type: none"> ● Also parents and students for survey and family activities. ● ZYE Business Academy <p>Schedule space, Money/Resources, staff</p> <p>Professional development funding for Promethean trainers.</p> <p>In-house experts</p>
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	provided by in-house experts during PLC and faculty meetings.	Staff Survey item regarding opportunities for refresher courses Person/Group Responsible: Department/Team Coordinator	
Principal and Administrative Monitoring, Support, and Accountability	<p>During walkthroughs, building administration will utilize the Learning Walk tool to monitor, support, and hold teachers accountable for the implementation in the following areas: assessing student engagement, instructional relevance, student-centered instruction, and the use of technology for the purpose of increasing student engagement</p> <p>Actionable feedback will be provided to assist with increasing student-centered instruction and increasing instructional relevance, the use of technology and implementation of the ELA and math curriculum. A common feedback tool and process will be created.</p>	<p>The District will use a common learning walk tool to be shared. Data on the quantity and frequency of walkthroughs will be recorded. Walkthroughs will occur individually and collectively with the building administrative team. The administrative team will meet weekly to discuss data from the Walkthroughs.</p> <p>Person/Group Responsible: Administrative Team</p> <p>Feedback provided to teachers will be reviewed by the administrative team to ensure common messaging and inter-rater reliability.</p> <p>Person/Group Responsible: Central and Building Administration</p>	Time - making sure the admin team has time protected and is not diverted toward other responsibilities.

	<p>Professional development will be provided to administrators to create a common understanding of the look-fors identified in the learning walk tool.</p> <p>The Learning walk tool will be shared with faculty to create a common understanding of the Look-fors identified in the learning walk tool.</p> <p>+Administrators will create a schedule for weekly learning walks and will meet weekly to discuss the learning walk data and identify next steps.</p>	<p>Calibration sessions with PLC, EL & Eureka Math- Regular administrative team best practice discussion sessions related to quality feedback Person/Group Responsible Admin Team/Outside Partners</p> <p>Teachers will be surveyed quarterly to ascertain information on the effectiveness of the feedback and how it relates to the SCEP Commitment #2 Person/Group Responsible: Admin Team & clerical</p> <p>Learning walk data and the formal supervisory process indicate that the majority of the staff is implementing student engagement strategies, including the use of instructional technology Person/Group Responsible: Administrative Team</p>	<p>Professional development for administrators to ensure a common understanding of the learning walk tool. PLC, EL, Eureka Math Sample observations</p> <p>Protected time</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>Our school leaders walk around our school and visit classrooms.</p> <p>Our school curriculum (work) is challenging.</p> <p>My teachers ask questions that make me think.</p> <p>Teachers provide time for students to discuss topics and learn from each other.</p> <p>My teachers use technology in most lessons (internet/SMART Board/computers).</p>	80%
Staff Survey	<p>Our school leaders make certain we have relevant, targeted professional development.</p> <p>Our school leaders frequently visit our classrooms, conducting informal walkthroughs.</p> <p>I receive helpful instructional feedback and guidance from our school leaders.</p> <p>Our school leaders actively support data-driven inquiry as a school-wide practice.</p>	80%

	<p>Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.</p> <p>Teachers construct classroom activities to ensure high student engagement.</p>	
Family Survey	<p>Our school curriculum uses technology to support learning.</p> <p>My child(ren) is challenged by his/her teachers.</p> <p>My child(ren) is required to self-monitor their progress and keep track of their own learning.</p> <p>Our school leaders set high standards for students and staff.</p>	80%

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>Star Reading Assessment data will indicate an increase in their Grade Level Equivalency</p> <p>Star Math Assessment data will indicate an increase in their Grade Level Equivalency</p> <p>NYS English Language Arts State Assessment data will increase by 5%</p> <p>NYS Math State Assessment data will increase by 5%</p> <p>85 % Quarterly passing rate in core classes</p> <p>90% Daily attendance rate</p> <p>80% of staff believe they receive helpful instructional feedback and guidance from our school leaders</p> <p>80% of students believe that their curriculum (work) is challenging</p> <p>80% of students believe teachers provide time to discuss topics and learn from each other</p>

Evidence- Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence based strategy will support commitments number 1 and 2 in similar ways. With Professional Learning Communities teams will be able to meet together to discuss student data and students' academic and behavioral progress. Additionally they will be able to plan strategies to facilitate academic achievement and social emotional wellness.

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
Jeremiah Sumter Jr.	Principal
Brian Gladstone	Asst. Principal
Dawn McCabe	Asst. Principal
Dexter Thomas	Math Teacher
Eric Amadeo	ENL Teacher
Mitra Ramdas	STEM Teacher
Todd Parrish	Social Studies Teacher
Joseph Notaro	ELA Teacher
Malissa Godfrey	ELA Teacher
Kenneth Kurko	SWD Teacher
Raymond Polk	School Counselor
Lauran Mitchell	Parent
Nichelle Warren	Parent
Marissa Cooper	Parent
Cindy Rice	PLC Associates
Keria Blue	Director of Curriculum
Dionne Wynn	PPS Director
Xiomara Gonzalez	ENL/World Language Director

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
Apr 5, 2022		x	x			
Apr 26, 2022		x	x			
May 12, 2022		x	x			
May 26, 2022	x		x	x		
Jun 2, 2022	x		x	x		
Jun 7, 2022			x	x	x	
Jun 9, 2022				x	x	x
Jun 13, 2022					x	x
Jun 16, 2022					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, 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 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 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. <https://docs.google.com/presentation/d/1ztQCJw59B8FsG8IFjCqY8C9ah4k4OjOQLLhwzoQjFmA/edit?usp=sharing>