

**School Comprehensive Education Plan-Final**

2021-22

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| South Huntington UFSD | Countrywood Primary Center | K-2 |

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| --- |
| Collaboratively Developed By: |
| The Countrywood SCEP Development Team: Levy, MitchellPoprilo, AprilCynthia QuinlanCecilia BlancoMatthew KrivosheyPatricia WilkinsonHeather Powers Joanna Gray Jessica FarmerJane HolmesJoe CentamoreMelina PantinaAmanda Pick AMY LATIFI John Murphy Gayle SteeleMichelle DavisMari Hahn*And in partnership with the staff, students, and families of Countrywood* |

# Guidance for Teams

## Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

## Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) 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)](https://vimeo.com/547580129)
* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month.pdf)
* [Staying Connected with the School Community Throughout the Development of the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/staying_connected_with_the_school_community_throughout_the_development_of_the_scep.pdf)
* [Sample SCEP: Cohesive, Relevant Curriculum](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_cohesive_relevant_curriculum.pdf)
* [Sample SCEP: Deepening Connections](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_deepening_connections.pdf)
* [Sample SCEP: Graduation and Success Beyond HS](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_and_success_beyond_hs.pdf)
* [Sample SCEP: Graduation through Relationships](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_through_relationships.pdf)

# COMMITMENT 1

Our Commitment

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| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We commit to developing a cohesive, relevant curriculum that helps students feel secure and successful. |
| **Why are we making this commitment?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the school’s vision?*
* *Why did this emerge as something to commit to?*
* *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
* *What makes this the right commitment to pursue?*
* *How does this fit into other commitments and the school’s long-term plans?*
 | We believe our students need strong curricular experiences to prepare them for success in intermediate school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students and to our students’ strong need for connection to each other and staff. Students shared in interviews that they especially valued experiences when they interacted with their classmates and teachers, especially moving on the playground. They valued time spent with their teachers, and wanted their teachers to really know them. In completing the Equity Self Reflection, the team noted that we have begun the process of incorporating texts and content that connect to student identities in meaningful ways. The team also noted that the Say My Name Program, a program that allows staff to learn and properly pronounce all names, had been piloted successfully in one class this year. In reviewing the survey, the team was very happy to see **100% of** parents report that their child feels they “belong” at our school; this was true for both English and Spanish speaking parents. While most parents (72%) felt they knew about positive things their child had done in school, the team was surprised to see that 27% of parents felt they did not know. We want all our parents to know about the positive things their children do!Although we increased the percentage of students at grade level on the Spring I-Ready assessments, we need to continue to increase the rate of student growth.  |

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? |
| Structured grade level collaboration that emphasizes common strategies and appropriate materials | Teachers will align curriculum during weekly grade-level meetings, with the assistance of the instructional coaches. The instructional coaches will provide specific support directed toward staff ensuring that all teachers are using common strategies and vocabulary to teach Math and ELA. Specific techniques and recommendations from the math, ELA, and ELL PLCs will be incorporated.  | Common strategies are used across classrooms, especially when teaching specific math and reading skills. This will be apparent during classroom visits from coaches and administrators. Professional development and additional materials may be needed.  | Schedule – grade-level meetings will have to be scheduledTime – making sure the instructional coaches and teachers have ample time to meet and collaborate.  |
| Increase culturally relevant curricular materials | During grade level meetings in September, teachers will have the opportunity to review the preliminary classroom library checklists that the ELA Professional Learning Committee worked with this spring. This will serve as a review of the books students read, and as a way to consider how books are an entry point for exposure to different experiences. Grade level teams will have a dialogue about what they discovered. Grade level teams will consider how to best provide a similar experience for the students in their grade level, so that students become part of the process. We will purchase material in areas that the review process identifies as in need of strengthening. Because this work was begun in this spring, small teams may move ahead in continuing to look at specific curriculum material.  | Teachers gain perspective early in the school year on the books they read, and how, what, and whom they read shapes their perspectives and their teaching. Students are given the opportunity to participate in a review of existing materials and the selection of new materials in the winter. Materials will be used in the spring.  | Schedule: grade level meetingsPurchasing new books.Purchasing curricular materials to supplement existing curriculum. Professional development may be needed as we plan and progress in this task.  |
| Extend the “Say My Name Program” throughout the school.  | Parents have shared the importance of properly pronouncing student names. A group of teachers have developed a “Say My Name program” which was piloted successfully in a Birchwood classroom this year. We will use the success of this pilot along with the lessons and background information developed by the “Say My Name” Committee to extend this program to the whole school. In addition, the committee will incorporate student choice regarding how they will be greeted each day.  | The staff will receive Professional development in understanding and implementing the program. At the end of the year, the students, staff and parents will be surveyed about their feelings about the program.  | Time: Staff will need to learn the program and will need time to work through the lessons with the students. Parents will be invited to learn the program too, so they can provide feedback during the year.  |
| A series of math and ELA teacher-developed videos will be available to parents in English and Spanish ensuring that all teachers and parents are using common strategies and vocabulary to help their children with Math and ELA | Teacher committees are in the process of developing these videos; many will be available by fall. Parents have shared the importance of coming to a common understanding of math and reading concepts so that they can help their students with homework, studying etc. These videos will be a start.  | First set of videos will be available in the fall; parents will be consulted about their utility; and additional videos may be created going forward.  | Time: Staff will need to review the videos and create new videos if the first are successful; parents will need to take the time to view them.  |
|  |  |  |  |

End-of-the-Year Desired Outcomes

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

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

|  |  |  |
| --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response*(e.g. % agree or strongly agree)* |
| Student Survey  | NA – we don’t survey students k-2. However, in the student interviews, we will discuss how students feel about the activities and materials.  |  |
| Staff Survey | This school provides instructional materials that reflect students’ cultural background, ethnicity, and identity.  | 100% |
| Family Survey | This school provides instructional materials that reflect students’ cultural background, ethnicity, and identity. When my child does something good at school, I usually hear about it.  | 100%100% |

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

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| 1. Continue to increase the diversity of our classroom libraries
2. Increase the percentage of students who are at or above grade level on the IReady measure

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# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We commit to deepening connections among Students, Staff and the Community |
| **Why are we making this commitment?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the school’s vision?*
* *Why did this emerge as something to commit to?*
* *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
* *What makes this the right commitment to pursue?*
* *How does this fit into other commitments and the school’s long-term plans?*
 | During this very difficult year, our students, families and staff did not have the kind of school experience we all want and expect. To ensure safety, students and staff were masked, distance was maintained, and learning activities were severely curtailed. Students missed out on field trips, physical activity and social interactions that are critical to learning and emotional development. In the survey, most of our parents indicated that the school helps them to figure out what social and emotional skills their child needs to develop, but 8% of parents did not agree. We would like all of our families to feel that our school provides this important support. One parent shared her strong feeling that teachers and parents can create shared experiences in the classroom that have a huge impact on children. For example, when her child’s teacher converted the classroom into a campground, children who had never camped got to have an amazing experience. We are committing to making those kinds of experiences a priority for our children. We believe we have a shared responsibility for providing children with the experiences necessary to develop and become citizens in our community. We want to prioritize restoring and developing connections both within our school and within our community through shared experiences.  |

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? |
| Increased emphasis on cooperative learning, group work, and hands-on work | Hands-on group **work *including multi-sensory*** *work* will be re-incorporated in classrooms, discussed in department team meetings, and supported through training (Amplify, math projects, social studies group projects). Teachers meet regularly to discuss curriculum and opportunities for cooperative learning.  | Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer discussion and problem solving are built into lessons. | Schedule must allow for common planning time dedicated to this topic.  |
| Group problem solving across all academic areas will be prioritized. Student ideas will be incorporated as well.  | ELA, Math and ELL Professional Learning communities will focus more of their work on helping to build common lessons that allow for forging connections between students, families and the larger community. We may add PLCs for science and social studies as well.   | Activities will be launched throughout the year and will be publicized in parent newsletters and on the district website.  | The schedule must allow for these activities and time must be allocated to plan. Professional development may be needed.  |
| .  |  |  |  |
| Targeted efforts to increase participation in after-school activities and learning experiences. Students will have a say in the activities that are developed | Offer after-school activities for students and shared parent- students activities, based on student interests and needs. | Success will be measured through parent surveys, discussion with students, and ultimately, with student social and academic progress | Time to plan; Cost for material. Collaboration with parents and high school students to enlist participation of older students to help with younger students e.g., babysitting.  |
| *Efforts to enlist parent feedback regarding family traditions, backgrounds and cultural experiences will be actively solicited.*  | ***Parents will be surveyed and or small group discussions will take place to ensure parent feedback is used to help create connections between home and school and the wider community.***  | ***These activities will be launched throughout the year and publicized in parent newsletters and on the school website.*** ***This may also help us with communicating all the positive things students are doing at our school.***  | ***The schedule must allow for these activities to take place when it can work for parents.***  |

End-of-the-Year Desired Outcomes

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

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

|  |  |  |
| --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response*(e.g. % agree or strongly agree)* |
| Student Survey | NA, we don’t survey students k-2. However, in our student interviews we will ask how and in what ways students feel connected to school. | We want all students to feel connected to school and the community.  |
| Staff Survey | The percentage of staff who feel they are a part of the decision making process should increase.  | 100% of staff should feel they are a part of the process.  |
| Family Survey | Families should feel the school encourages them to be active partners in their child’s education.  | 100% of parents should feel they are active partners |

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

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| Group problem solving work will ultimately build skills that will impact student scores. We will expect to see increases in I-Ready growth and percent of students scoring at grade level.Group shared activities will return and have an important place in the life of our school and in the success of our students, ultimately preparing them to succeed in grade three when they transition to a new school.  |

# Evidence-Based Intervention

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

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

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

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

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

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

## X☐ State-Supported Evidence Based Strategy

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

|  |  |
| --- | --- |
| Evidence-Based Intervention Strategy Identified | Professional Learning Communities |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | ELA, Math and ELL Professional Learning communities will focus more of their work on helping to build common lessons that allow for forging connections between students, families and the larger community. These committees will continue the work of building classroom libraries and curricular materials that reflect students and communities. The Say-MY Name PLC will continue in a different form as the project is expanded to the full school community. In addition, professional development may be needed and will be provided to support these initiatives.  |

## ☐ 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 |
| The Countrywood SCEP Development Team: Levy, MitchellPoprilo, AprilCynthia QuinlanCecilia BlancoMatthew KrivosheyPatricia WilkinsonHeather Powers Joanna Gray Jessica FarmerJane HolmesJoe CentamoreMelina PantinaAmanda Pick AMY LATIFI John Murphy Gayle SteeleMichelle DavisMari Hahn | PrincipalAssistant SuperintendentAsst. Supervisor, Special EducationCoordinator, Bilingual Education and ENLSupervisor of Special EducationTeacher, Curriculum CoachSpecial Education TeacherSpecial Education TeacherSpecial Education TeacherSpecial Education TeacherDeputy SuperintendentParentParentParentPrincipalPrincipalAssistant PrincipalLead Reviewer – District Office  |
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## 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 |
| May 27, 2021 |  | *X* |  | *X* |  |  |
| June 1, 2021 | X | X |  | X |  |  |
| June 8, 2021 | X |  |  | X |  |  |
| June 16, 2021 |  |  | X | X |  |  |
| Small group discussions in between meetings |  |  |  |  | X |  |
| July 1, 2021 |  |  |  |  | X | X |
|  |  |  |  |  |  |  |
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# Learning As A Team

## Directions

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

### Student Interviews

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| --- |
| Describe how the Student Interview process informed the team’s plan |
| Students shared in interviews that they especially valued experiences when they interacted with their classmates and teachers, especially moving on the playground. They valued time spent with their teachers, and wanted their teachers to really know them. This is the basis of our plan.  |

### Equity Self-Reflection

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| --- |
| Describe how the Equity Self-Reflection informed the team’s plan |
| In completing the Equity Self Reflection, the team noted that we have begun the process of incorporating texts and content that connect to student identities in meaningful ways. The team also noted that the Say My Name Program, a program that allows staff to learn and properly pronounce all names, had been piloted successfully in one class this year. The team felt they could celebrate the very real accomplishments that have happened already in this area, while committing to moving forward in this very important work.  |

# Submission Assurances, Instructions and Next Steps

## Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. ☐ X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☐ X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☐ X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

## Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor’s designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District’s website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District’s DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.