New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Homer CSD	Intermediate	3-5

Collaboratively Developed By:
The Homer CSD Intermediate School SCEP Development Team **And in partnership with the staff, students, and families of the intermediate 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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

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

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning
- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to strengthening our ability to provide a cohesive, relevant curriculum.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We believe as a school that our students need to share common curricular experiences to prepare them for success in our schools and beyond. We also would like to make sure these experiences and related materials connect to the community of our students. Students shared in interviews that they are looking forward to returning to school for the continuation of hands-on experiences that they have had in the past years. When completing the Equity Self-Reflection, the team found that teachers recognized the need to prioritize curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

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 (PLC)	Teachers will align curriculum during weekly grade-level meetings, with the assistance of the instructional coach. The instructional coach will provide specific support directed toward each grade level ensuring that all teachers are using the same instructional practices.	Common strategies are used across classrooms.	Schedule – grade-level meetings Time – making sure the instructional coach has her time protected and is not diverted toward other responsibilities.
Structured vertical collaboration that emphasizes sharing strategies students used in previous grades	Creating a structured time for collaborative discussion. (Instructional Leadership Council) Improve structure of existing meetings to better meet the needs of all grade levels.	Develop a flowchart to show where information will go. Minutes from the meetings that have occurred are shared with grade levels and relevant staff.	Schedule Flow chart Minutes Time
Student voice and choice	Creating opportunities for student voice and choice.	Students choose how to share and display their work and learning.	Time Professional Development Resources Curriculum Rate Outside the Instructional Day

Commitment 1

PK-5 Common Formative Assessments (ELA and Math)	Continue developing and implementing Common Formative Assessments	Student completion of Common Formative Assessments and data collection	Time Structured meetings (collaboration and data collection) Standard materials for Common Formative Assessments collection for students

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey	C.17 I discuss what my child(ren) is learning (curriculum) with teachers. (44.2%)	49.2%

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.
We commit to strengthen our ability to provide a cohesive, relevant curriculum. Learning progressions are complete in ELA and Math. Vertical alignment for pre-k through 12 in ELA and Math is in progress. District staff are sharing the essentials and progressions with families and students.

COMMITMENT 2
Our Commitment

What is one commitment we will promote for 2021-22?	Providing an Inclusive, Nurturing Environment
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?*	After more than a year of remote/hybrid instruction, students and families expressed concerns about returning to full-time in-person instruction. In addition to health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom after students have been isolated for much of the past year. The school believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported. During discussions within our school as they completed the Equity Self-Reflection, it became apparent that our school needs to put more attention toward affirming the identities of our students. This theme also came out during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others.

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?
Develop authentic connections between and with students	Make a commitment for all staff to greet students at the door. Implement positive greeters at the doors (adults and students)	Teachers and students will greet each other by name each morning. Morning meet and greet with classmates using names and getting to know you activities PRIDE Council as greeters and modeling behaviors.	Faculty/grade level planning for greeters Student led sharing ideas and strategies (calendars) TV monitors for PRIDE Council
Roll out of 3-5 SEL work	Common language, curriculum, and use of a screener.	Implement new screening tool Continue the 7 Habits language and lessons- daily pledge, assemblies, videos	Funding for PD and/or SEL Consultant 7 Habits resources TV monitors for PRIDE Council
Create explicit and designated time(s) for buildings, grade levels and classrooms to	The District, building, grade level and classroom must share a Common Language, Common understanding, set practices/protocol to foster community	Surveying students and staff based on but not limited to: completion of course content, social emotional	Time, commitment, holding each other accountable to the practice

provide community building 3-5.	building.	support, feeling valued, feeling safe, feeling academically challenged	

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	F. 26 My teachers send notes home or call my family. (62.1%)	67.1%
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
Student generated calendars PRIDE Council videos and assemblies Monthly 7 Habits and compliments for students and staff Screener data and follow up plan based on the data

Evidence-Based Intervention

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

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

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

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

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

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

☐ State-Supported Evidence Based Strategy

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

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

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

X 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	**Develop authentic connections with and between students**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The develop authentic connections intervention will provide an all-inclusive educational environment that allows students to feel safe, nurtured, and accepted so that they can be successful socially, emotionally and academically.

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	WestEd - https://www.wested.org/wested-insights/reimagining-excellence-integrating-social-and-emotional-well-being-and-academic-excellence-in-schools/

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
Jonathan Kirkwyland	Math AIS Teacher
Christina Hartnett	Instructional Coach
Jennie Guy	Instructional Coach
Kate Pitcher	Special Education Teacher
Lisa Higgins	Classroom Teacher
Robert Felt	Parent
Betsy Conners	Consultant
Stephanie Falls	Principal
Meghan Tracy	HS Math Teacher
Doug Pasquerella	Principal
Ted Love	Director of Instruction
Jacquie Linguvoski	Classroom 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
May 26, 2021		X	X	X		
June 14, 2021	X					
June 16, 2021					X	
June 24, 2021					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 was very insightful as it provided student voice to this experience. Having all team members participate in the interview process was very powerful.   The team processed what the student experience looked like and felt like as described by the students interviewed. As a result of the interview responses it became clear to the team the importance of focusing on the social emotional well-being of all students through building relationships.

Equity Self-Reflection

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

The Equity Self-Reflection resulted in a great discussion amongst team members. The survey results reinforced the teams' need for Commitment 2. Under the first section on Creating a Welcoming and Affirming Environment it became apparent during our discussions that our school needs to put more attention toward affirming the identities of our students.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

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

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

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.