



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
North Rockland Central School District	West Haverstraw Elementary School	K-3

Collaboratively Developed By:

The **West Haverstraw Elementary School** SCEP Development Team
(SCEP Team Members: **Amaris Scalia, Angelica Terry, Michael Selkis, Alex Levine**)

*And in partnership with the staff, students, and families of **West Haverstraw Elementary 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](#)

Guidance for Teams

- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment We are committed to developing and implementing a comprehensive RTI program.

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to developing and implementing a comprehensive RTI program that addresses both the academic and social/emotional needs of our students. The RTI plan will be organized into three tiers that will be focused on ongoing assessments, student feedback, ongoing data collection, strategic lesson planning and leveraging school resources.</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>The vision of our school is embracing the uniqueness of students and ensuring our school provides opportunities for all students. As a district, we are also constantly striving for ways to support our mission of "Inspiring Students to Live, Learn, and Lead".</p> <p>This commitment will continue for the following year as we build on the work that started this school year. The district is currently reviewing the Rtl process under the new MTSS model, in all areas of reading, math, and behavior. Our work with this commitment will align with the work at the district level.</p> <p>The focus for the 2022-2023 school year will be on Tier 1 instruction, with its goal to reduce the number of students receiving Tier 2 and Tier 3 services.</p> <p>The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</p> <p>This emerged as something to commit to as we have a need for prioritizing student data in order to address specific social/emotional and academic needs</p>

Commitment 1

(i.e., student survey, grades, classroom observations, standardized assessment data). There is also a need for more explicit communication of our RTI plan to all stakeholders to support students in all subject areas. Finally, there is a need for consistent progress monitoring tools that measure the student in comparison to state/national norms.

This commitment is influenced by the “How Learning Happens” document in that our plan is relational, contextual, and multidimensional. It will also ensure that academic and social-emotional learning drive school decisions. RTI will bring data from students closer to teachers and their understanding of their learning needs.

In response to the wide array of academic and social emotional needs due to pandemic, and based upon observations of student achievement, we determined a need for additional formalized layers of interventions and supports.

Our school is committed to providing high-quality, differentiated instruction to all of our children. The RTI program will serve as the foundation for student learning and it will guide our approach to data-driven instruction that is focused on academic and social-emotional needs as well as increasing student voice.

This commitment is also based on feedback from focus groups and classroom observations. Additionally, the district will be re-organizing their RTI protocols thus creating an opportunity to revise and augment our current plan. Teacher and staff feedback indicated that the school based RTI program would benefit from a streamlined referral approach as well as a published description of tiered interventions available to teachers. Teachers and staff have also

Commitment 1

articulated a need for more comprehensive data collection system that incorporates SEI data as well as academic data.

Our school is also committed to Identifying and Describing the Core Components:

- RTI
- School Structures and Policies
- Literacy Across Content
- Teacher Effectiveness
- Youth Development

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?
Data-driven instruction that impacts lesson planning.	Professional development on how to incorporate data into lesson planning. Professional development on interpreting academic and social/emotional data.	Lesson plans that reflect improved student data, school walk-throughs, increased in-school expertise as demonstrated by classroom practice, PLC meeting agendas.	Partner with another school in-district to develop high-level practices around RTI and differentiated learning.
Differentiated instructional practices	Explicit professional development as well as instructional rounds.	Observed instructional practice.	PD through outside consultant
Social emotional data collecting	Facilitated faculty meetings, IST training and communication, coordination with school psychologists, counselors, social workers, and families.	IST team practices and evaluation of teacher data.	Published PD Plan around RTI Topics District PD funds
Ongoing assessments	Creation of assessment inventory, lesson plan collection and evaluation, and school walk-through tool to support teachers in assessing students.	Development of the assessment inventory, observed practice, improved academic achievement.	IST Team PLC and Faculty Meeting time
Ongoing student feedback	Explicit professional development and in-class assistance.	Development of the assessment inventory, observed practice,	District Assessment Plan

Commitment 1

		improved academic achievement.	Parents and Community
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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	I understand what I am learning and why.	100%
	I am asked to share my thoughts and opinions in class.	100%
	I feel like I am supported in academic classes.	100%
Staff Survey	I communicate to students what we are learning and why.	100%
	I ask my students to share their thoughts and opinions in class.	100%
	I support my students effectively in academic classes.	100%
Family Survey	My child is clear on what they are learning and why.	100%
	My child is asked to share their thoughts and opinions in class.	100%
	I feel like my child is supported effectively in academic classes.	100%

Commitment 1

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.

Review and analysis of RTI referrals, PLC and Faculty Meeting time, District Assessment Plan, Published PD Plan around RTI Topics

COMMITMENT 2

Our Commitment We will prioritize cultivating a community engagement plan.

<p>What is one commitment we will promote for 2022-23?</p>	<p>We will prioritize cultivating a community engagement plan that leverages our resources in order to create multiple modes of communication with our parents and larger community. We will focus on how to best share information about the school, their children and the community as a whole. We will focus on creating pathways for communication that bring our community closer together.</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 in the academic, social, and emotional achievement of all learners. Our school is culturally rich and diverse and is a place where students are appreciated for their unique strengths and are nurtured to become their best selves. We firmly believe that family partnerships are essential for the success of our students. Family involvement is a priority at our school because we know that it is the foundation of a student's accomplishments.</p> <p>The last year and a half posed many challenges for our students and families. Students' learning programs and school experience were quite different during this time, ranging from fully remote to hybrid and then fully in person. During this time, the importance of the home school partnership was highlighted even more so with parents supporting their children during virtual learning. The virtual options did cause a disconnection for some families from the school because the students were not physically in attendance and because visitors were largely restricted from the school campus. There were limited opportunities for families to build connections with the school community given the circumstances and limits as a result of the pandemic.</p> <p>This school year, we will increase opportunities that students and families have to be involved in the school community. These opportunities will include school day events, evening activities and school-based student activities.</p>

Commitment 2

Focusing on parent engagement is connected to our commitment to a cohesive Rtl plan. As part of Rtl, parent communication is key to keep parents informed and as partners in their child’s education. Data collection is an essential element to the Rtl process and parents knowing their children best can provide valuable information for the process.

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?
School leaders and teaching staff will develop a plan to increase participation rate of student and family engagement in school-wide events and workshops.	Establish expectations for home-school communication that is accessible to parents and supports improved student achievement.	Parent Communication Logs Participation rates at school activities and events	Title money District funding Family Resource Coordinator
Data collection and analysis	Identify a range of tools for communicating student achievement with parents in ways that are easily understandable.	Rtl processes Family surveys	PTA Community leaders
	Conduct training sessions for parents at different times of the day on how to support student writing, reading, mathematics,	Completion of tools	Teacher leaders

Commitment 2

	and behavior expectations (put how-to videos on the school website for parents who can't attend on campus session).		District outreach
	Create teacher phone log		
	Include parent outreach as part of the IST/RTI process		
	Parent Survey regarding mission statement		

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	School makes me happy.	100%
	I participate in activities outside of the school day.	100%
	I feel connected to the school.	100%
Staff Survey	We believe that we are a school that provides support to our families.	100%
	We believe that we are a community that celebrates diversity.	100%
	I feel connected to the school.	

Commitment 2

Family Survey	We feel the school has made an effort to meet the needs of families.	100%
	I feel connected to the school.	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 2022-23 school year.

Call logs, sign in sheets, parent teacher conference attendance, meet the teacher night attendance, PTA events and activities attendance, and student program attendance.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment We are committed to providing Implicit Bias training to our school throughout the school year.

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to providing Implicit Bias training to our school throughout the school year. The training will allow us to reflect on our unconscious bias as it impacts our macro and micro instructional decisions. We will receive training and in class support that focuses on how IB can impact: teacher talk time, questioning, wait time, HW policies, discipline decisions, data collection, student placement and community outreach.</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>Our school is committed to providing high quality instruction that puts the student at the center. By examining our IB, we will be better able to understand the diverse and unique needs of our students and ourselves. This will all be in support of our vision of inclusivity, reflection and embracing all students.</p> <p>This emerged as something to commit to based on student surveys about engagement, research on the impacts of IB and info derived from the "how Learning happens" framework.</p> <p>The framework states that "Persistent inequities, along with a deeper understanding of how learning happens, have created the need to articulate a stronger and clearer narrative to better mobilize and galvanize the field." And that, "Adults' implicit and explicit beliefs about and reactions to discrimination and oppression affect their interactions with young people; they have the opportunity to challenge long-held mindsets and approaches and enable healthy, supported development."</p>

Commitment 3

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?
Provide professional growth opportunities related to IB	Explicit content PD on IB	Self-reflection activities PLC meetings discussing IB Lesson planning More diverse content and curriculum and ways for students to demonstrate their learning. Increased differentiation and student expectations	PLC schedule, Staff meetings, Outside IB consultant
Ongoing data collection and analysis	Classroom support	Lesson planning, instructional decisions, student engagement, calling patterns, wait time,	
	Time tracking	Decrease in teacher talk time and more student voice	Time tracking tool
	Question tracking	Increased questioning and increased impact of the questioning	Question tracking tool

Commitment 3

	Policy and Data review: HW and Discipline	Reduced discipline numbers and a more equitable HW policy	
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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	I feel like I am supported in my academic classes.	100%
	I am asked to share my thoughts and opinions in class.	100%
	School work is interesting.	100%
Staff Survey	I feel like I am supporting my students effectively in class.	100%
	I ask students to share their thoughts and opinions in class.	100%
	The school work I provide for students is interesting.	100%
Family Survey	I feel like my child is supported effectively in their academic classes.	100%
	My child is asked to share their thoughts and opinions in class.	100%
	The school work provided for my child is interesting.	100%

Commitment 3

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.

Time analysis, question vitality analysis, lesson planning, data collection. We are going to ask students, staff, and family similar questions so that responses may be compared and analyzed between various stakeholder groups.

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	<p>As stated on the NYSED website, "PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> • Discuss issues around student learning • Collect and analyze data

Evidence-Based Intervention

- Develop and try out instructional solutions
- Assess the impact of these solutions

Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.”

At our school, a PLC calendar will be created in which grade level teams can meet to collect and analyze data to best support students, increase family engagement, and increase awareness to implicit bias. During these PLCs’s, trainings will be offered as well as discussions will be held using data review protocols.

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	
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Evidence-Based Intervention

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
Brenda Hayes	Math Coach
Kirsten Laier	First Grade Teacher
Lahna Golio	Kindergarten Teacher
Karen Baumann	Art Teacher
Laura Woodhead	SPED Teacher
Ashley Humphrey	Parent
Erica Mugavero	Parent
Megan Monteith	Reading Lead Teacher
Madelyn Perez	ENL Teacher
Nicole Garbutt	ENL Teacher/Specialist
Carmen Diaz	Social Worker
Liz Corallo	SPED Teacher
Smargada Thomas	District Math Specialist
Taryn Soto	Dir. of Special Services
Amaris Scalia	Principal

Our Team's Process

Angelica Terry	Asst. Principal
Miguelina Lopez	Exec. Director
Natalie Santopietro	District Instructional Data Specialist
Beth Shusterman	District Literacy Specialist
Christina Zivec	Kindergarten Teacher
Allyson Conrad	First Grade Teacher
Maria Torres	Bilingual Teacher
Jill Rosenberg	Second Grade Teacher
Eleanor Violetti	Third Grade Teacher
Maribel Cespedes	Bilingual Teacher
Jeanette Hirsch	Library Media Specialist
Anthony Zollo	Asst. Supt. for Educational Services
Michael Selkis	Outside Educational Expert
Amanda Aiello	Asst. Director K-6

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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
8/17/21 8/19/21					X	

Our Team's Process

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan

Equity Self-Reflection

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

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.

Submission Assurances, Instructions, and Next Steps

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.