School Comprehensive Education Plan

2022-23

District	School Name	Grades Serve
Valley Stream District 24	Brooklyn Avenue School	K-6

Collaboratively Developed By:
The Brooklyn Avenue School SCEP Development Team   **Dr. Scott Comis, Principal**   **Kathleen Carter, Teacher**   **Joanna Walbrecht, Teacher**   **Amy Rappaport, Teacher**   **Meaghan Fleming, Special Education Parent**   *And in partnership with the staff, students, and families of Brooklyn Avenue 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

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 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.

Strategies

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 Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	Provide an inclusive and nurturing environment for all students.
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?*	This commitment fits into the school's vision and the district's vision. It correlates with our district vision to focus on the following four pillars: Diversity, Equity and Inclusion, Wellness, Student Achievement and Parent Engagement to ensure that all students' needs are met. This goal was originally committed to with the past plan to ensure that students returning to in person learning from remote learning and hybrid learning were successful and have all their needs met. The Equity Self- Reflection form provided insight from staff, students and parents that this was necessary. This is the right commitment to pursue to ensure that all of our students' academic and social-emotional needs are being met. It also focuses on equity for all. This fits well into the school and district's long-term plans to ensure success for all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
With students, build environments that are inclusive and academically supportive for students with diverse learning needs.	This strategy will involve professional development for staff to focus on effective teaching strategies to increase the teachers ability to teach children using multi-tier systems of support and strategies focusing on functional behaviors, inclusion, and social-emotional wellness to create nurturing and inclusive environments.	Through classroom observations and walkthroughs the principal will look for social-emotional strategies being utilized from the RULER Program to foster a nurturing and inclusive environment.	Send teachers, psychologists, or social workers to RULER training (Social-Emotional Program) to be trainers for other teachers. Funding will be needed to cover costs associated with the training sessions.
With students, build environments that are inclusive and academically supportive for students with diverse learning needs.	This strategy will involve professional development for staff to focus on effective teaching of children with disabilities. To increase the ability of teachers to teach children with disabilities effectively, including children with significant cognitive disabilities using multi-tier systems of support and strategies. Professional development and coaching will be provided in the area of	Through classroom observations and walkthroughs the principal will keep anecdotal records on the use of the co-teaching strategies.	Space, time and funding will be needed for costs associated with the consultants for the professional development and coaching.

	integrated co-teaching strategies and support to provide an inclusive and nurturing environment.		
With students, build environments that are inclusive and academically supportive for students with diverse learning needs.	This strategy provides weekly wellness strategies to the staff (Wellness Fridays) which will focus on activities that include the students and staff to build an inclusive and nurturing environment.	Collection of weekly activities and resources provided to staff will be kept and monitored throughout the year. Feedback from building wellness team members will be collected at the end of the year to ensure that progress was denoted.	Space and time for the Wellness Team to meet and disseminate resources and activities to the staff weekly.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	This school provides a nurturing and inclusive environment for all students.	75% or greater agree or strongly agree
Staff Survey	This school provides a nurturing and inclusive environment for all students.	75% or greater agree or strongly agree
Family Survey	This school provides a nurturing and inclusive environment for all students.	75% or greater agree or strongly agree

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.
We believe that the collection of qualitative data through Observation Reports and Walkthroughs will provide us with good feedback to meet this commitment. Feedback from our Building Wellness Team and co-teachers will also provide us with effective feedback. In addition, training staff to be in-school trainers with the RULER Program will assist with monitoring the effectiveness of the SEL Program and ensuring that students' social-emotional needs are being met. Addressing the integrated co-teachers will also provide support to the teachers to ensure that effective strategies are employed to meet the needs of our children with disabilities. Professional development, time and resources will be provided to the staff.

COMMITMENT 2

Our Commitment

on. This emerged as a commitment to ensure equity for all students **What is one commitment we will promote for 2022-23?**	Provide activities, lessons and classroom settings that reflect the linguistic and cultural diversity of the student population to continue focusing on increasing cultural responsiveness.
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?*	This commitment strongly fits into the school's vision as it addresses meeting the needs of the student population and the diversity that is present in the school population to ensure that cultural needs are met. Information gleaned from the Self-Equity Reflection and discussions with staff, parents/guardians, and students reflected that this need was apparent from information collected from surveys and parent forums. It is critical to affirm the identities of our students. This was focused on last year and will continue to be a goal until it is sustained. There was improvement last year, however, sustainability is still the focus. This fits well with the district's mission statement and vision. Professional development, time and resources will be provided to the staff.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide resources for addressing cultural responsiveness and DEI in the classrooms.	Provide monthly resources to staff focusing on cultural responsiveness and DEI activities that they can utilize in their classrooms.	Observations and Walkthroughs will focus on the utilization of the resources and strategies provided.	Time and Space to allow for a district staff member to collect and disperse the resources.
Provide professional development to specifically address Diversity, Equity , and Inclusion to the staff to provide materials and resources that are culturally responsive.	Provide a consultant to provide professional development to assist the staff with their culturally responsive strategies and practices in the classroom, including the materials they utilize.	Feedback will be generated from staff and the Wellness Team on the success of the strategies implemented.	Time and Space, associated with the professional development sessions will be provided.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	This school provides instructional materials that reflect instructional materials (e.g. textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	75% or greater agree or strongly agree
Staff Survey	This school provides instructional materials that reflect instructional materials (e.g. textbooks, handouts) that reflect my student's cultural background, ethnicity, and identity.	75% or greater agree or strongly agree
Family Survey	This school provides instructional materials (textbooks, handouts) that reflect instructional materials that reflect my child's cultural background, ethnicity, and identity.	75% or greater agree or strongly agree

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.
We strive to have all of our classrooms reflective of the student cultures that are present in their classrooms with the bulletin boards displayed, the activities, strategies, and resources utilized. Feedback from Observations and Walkthrough data will focus on the utilization of the resources and strategies provided. Feedback from the staff and Wellness Team will be collected through surveys and discussions to reflect on the culturally responsive activities provided and utilized.

Commitment 2

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	Enhance instruction in English Language Arts focusing on differentiation and providing coaching to address possible learning loss with students and assist them as they make progress.
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?*	This commitment fits into the school's vision and the district's vision. It correlates with our district vision to focus on Student Achievement and Growth to ensure that all students' needs are met. This goal was originally committed to with the past plan to ensure that instruction provided scaffolds and was differentiated to meet the students' needs as they returned to in-person instruction utilizing multiple methods. This is the right commitment to pursue to ensure that all of our students' academic and growth needs are being met in ELA. It also focuses on equity for all. This fits well into the school and district's long-term plans to ensure success for all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
With students, build environments that are inclusive and academically supportive by providing scaffolds and differentiated instruction and strategies utilizing multiple methods for all students.	This strategy will involve professional development for staff to focus on effective teaching strategies to increase the teachers ability to teach all students using multi-tier systems of support and strategies focusing on their individual ELA academic needs. Professional development and coaching will be provided in the area of differentiated instruction to provide an inclusive and nurturing environment.	Through classroom observations and walkthroughs the principal will note the differentiated strategies and monitor NWEA data from Fall to Spring and/or formative assessments to note increases in student growth in the area of ELA.	Space, time and funding to cover costs associated with providing consultants and coaches for professional development.
With students, build environments that are inclusive and academically supportive by providing scaffolds and differentiated instruction and strategies utilizing	Teaching staff will be provided training with English Language Arts strategies (phonemic awareness, fluency and comprehension) to address areas of learning gaps (such as Wilson Reading System and Orton Gillingham).	NWEA data from Fall to Spring and/or formative assessments will show growth data	Time, Space and Funding to cover costs associated with professional development consultants and substitutes needed to support staff.

multiple methods for all students.			
Disaggregate data with principal to assist with goal setting	Teachers will meet with the principal to examine data and create specific plans to address ELA learning loss for students in their classrooms and monitor the data in the Winter and Spring.	Fall , Winter, and Spring data meetings to set goals and/or monitor them.	Time, Space and funding for professional development meetings to take place.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teacher taught me using different strategies to meet my needs.	75% or greater agree or strongly agree
Staff Survey	Teachers use differentiated strategies to meet the student's needs.	75% or greater agree or strongly agree
Family Survey	Teachers use differentiated strategies to meet the student's needs.	75% or greater agree or strongly agree

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.
NWEA Data for ELA from Fall to Spring will show an increase in the students' growth as measured by the NWEA. Growth will also be observed through walkthroughs and observations. This area continues to exist as sustainability across all teachers is needed. There was student growth denoted on the NWEA results from 68.75% to 75% of the teachers from last year's classes showing growth. This goal will remain as a focus area until more growth is denoted as measured by NWEA.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
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?*	

Key Strategies and Resources

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

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
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 2022-23 school year.

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	

X☐ 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	**Wilson Reading System**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We believe this evidenced based program will enhance instruction in English Language Arts focusing on differentiation and providing coaching to address possible learning loss with students and assist them as they make progress.

Clearinghouse used and corresponding rating

X☐ **What Works Clearinghouse**

    X☐ 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
Dr. Scott Comis	Principal
Kathleen Carter	Teacher
Joanna Walbrecht	Teacher
Amy Rappaport	Special Education Teacher
Meaghan Fleming	Special Education Parent

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
October 27, 2021	x					
November 18, 2022	x					
November 29, 2021	x					
December 16, 2021			x			
January 13, 2022	x					
February 8, 2022			x			
February 28, 2022			x			
March 1, 2022			x			
March 2, 2022			x			

March 3, 2022			x			
March 4, 2022			x			
April 1, 2022			x			
April 11, 2022			x			
April 12, 2022			x			
April 13, 2022			x			
May 6, 2022	X					
May 12, 2022	x					
May 13, 2022			x	x		
May 27, 2022			x	x		
May 31, 2022			x	x		
June 2, 2022		x	x	x		
June 3, 2022		x	x	x		
June 9, 2022		x	x	x		
June 10, 2022		x	x	x		
June 14, 2022		x	x	x	x	

Learning As A Team

Directions

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

Student Interviews

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

Feedback received from the Student Interview process was reflected upon and aided the team as they developed the priorities, goals and future plan.

Student interviews were conducted on May 6 and 12, 2022. Several themes emerged from the student interviews. Students stated they would like to have more opportunities for peer socialization, working collaboratively in groups, and wellness-related activities. In addition, students shared that they have grown in all of these areas.

We focused on affirming the identities of our students through the materials provided and focused on the students seeing their culture reflected in classroom materials. Students shared that they like to be themselves at school and emphasized the importance of sharing their individual and unique cultural backgrounds and character traits, and want more opportunities in this area..

Students reported that they would like to continue to be challenged academically, which encourages them to do well in school. Further, students explained that they feel it is important that teachers are aware of the different ability levels, their interests, as well as "how advanced" they are in various areas. Students shared that when they encounter difficulty learning something, they find it helpful when they are able to utilize their preferred strategies (e.g., "explaining it in a simpler way", "drawing diagrams") which enables them to be more successful. They would like to have this continued in the future.

Equity Self-Reflection

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

The Self-Equity Reflection informed the team's plan for setting goals and reaffirming the progress noted toward our goals. It provided a framework that assisted with goal setting and monitoring our plan. Feedback from the team and students assisted us in our endeavor to not only meet our goals, but to also focus on sustaining them in the future.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **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.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.