



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Valley Stream District 24	Brooklyn Avenue School	K-Grade 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, PTA President
Vivian Mendonis, Special Education Parent, PTA President
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 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 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Provide an inclusive and nurturing environment for all students, as the full-remote students return to in-person learning.</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>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 district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported. Students and parents completed a survey which reflected that this was needed to alleviate student and parental concerns. Resources (time, space, and materials) will be provided to staff to ensure success with this priority.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop authentic connections with students transitioning to in-person instruction	Provide peer partner students and induction activities for students returning from remote instruction into the building to reacquaint them with peers and the classroom/building setting.	Talking to students – including connecting with some of the students that shared their anxieties about returning to school to gather feedback on the peer partner activities to alleviate anxieties.	Time, Space, and Funding to cover costs associated with running induction activities.
With students, build environments that are inclusive and socially emotionally, and behaviorally supportive to all.	Provide classroom assemblies at each grade level which focus on socialization and wellness activities. Provide professional development and ongoing consultation to staff on Social Emotional Learning and non-discriminatory school wide behavioral support.	Feedback will be generated from staff and Wellness Team on the success of the activities provided and referrals.	Time, Space, and Funding to cover costs associated with the classroom assemblies and professional development.

Commitment 1

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		
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.
Discussions with students, staff, and parents to gain feedback on the re-entry and induction strategies and process will take place in September.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Provide lessons and classroom settings that reflect the linguistic and cultural diversity of the student population.</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>During discussions within our school, as we completed the Equity Self-Reflection and a district Diversity, Equity, and Inclusion Survey, it became apparent that our school and district needs to place more attention toward affirming the identities of our students through the materials provided. In addition, 30% of the students in the district received full remote instruction, so as they re-enter for in-person instruction the classroom setting must reflect their cultures. This theme also came out during our interviews with students, where students shared that at times there can be a sense that they do not always see their culture reflected in some of the classroom materials. Professional development, time, and resources will be provided to staff.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
With students' cultural diversity reflected, build environments that focus on diversity, equity and inclusion in lessons and materials provided.	Provide training, strategies, and materials to staff to focus on diversity, equity, and inclusion in the classroom setting with the lessons and materials provided.	Walkthroughs and formal observations will take place and lesson plans will also be reviewed.	Time and professional development will need to be set aside to support staff as they reintroduce group activities and focus on diversity, equity, and inclusion strategies.
	Provide and monitor that classroom materials, books and wall hangings will reflect the students' cultural diversity.	Walkthroughs will take place in classrooms to observe the room decorations and positive cultural messages. Reflection in materials and books will also be reviewed.	Time will need to be set aside for walkthroughs to take place in classrooms to observe the room decorations and positive cultural messages. Reflection in materials and books will also be reviewed.
	Complete the NYU Steinhart Culturally Responsive Scorecard for ELA. Tend to areas that need additional attention.	Address issues identified in the initial completion of the NYU Steinhart Culturally Responsive Scorecard.	Time will be needed to complete the Culturally Responsive Scorecard. Resources will be

Commitment 2

			necessary to address areas that arise as needing additional attention. It is likely that materials will need to be purchased and time set aside to address curricular issues that emerge from the scorecard.

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		
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.

Professional development focusing on diversity, equity, and inclusion in the classroom setting with the lessons and materials provided will take place throughout the year and walkthroughs and formal observations will reflect success in this area.

The classroom materials will reflect the students’ cultural diversity as evidenced through walkthroughs. Lessons and classroom settings will reflect cultural and linguistic diversity as evidenced through walkthroughs.

Review and discussion with staff regarding the results from the NYU Steinhart Culturally Responsive Scorecard will take place throughout the year.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Develop 1-2 English Language Arts academic goals focusing on areas of possible learning loss with students and assist them as they make progress toward attaining their goals.</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>Addressing learning loss is a priority for our school and the district. Approximately 30% of the students were on full remote instruction last year. To address learning loss, the NWEA Assessment was given and will be given again three times next year. Academic goals will be set in the fall for each student and teachers will help the students as they progress toward attaining their goals. The goals will be based on the NWEA data results and classroom performance. In addition, strategies and professional development will be provided to the staff.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Scaffold and differentiate instruction and strategies utilizing multiple methods for conveying information for all students.	The teaching staff will work to develop differentiated lessons and strategies for English Language Arts.	The NWEA data and/or formative assessments will show growth.	Time, space, and funding or coaching and/or professional development will need to be set aside to support staff.
	Teaching staff will be provided training with English Language Arts strategies to address areas of learning loss (such as the Wilson Reading System and Orton Gillingham System)	The NWEA data and/or formative assessments will show growth.	Time, Space, and Funding to cover costs associated with professional development will need to be set aside to support staff.
Disaggregate data with principal to assist with goal setting.	Teachers will meet with principal to review NWEA data for each student to create an English Language Arts goals to address learning loss.	Fall date- by the end of September goals should be develop.	Time, space, and funding for the professional meetings to take place.

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		
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.

The majority of students in each class will show growth on the English Language Arts goals by the end of the year as measured by the NWEA Fall to Spring Assessment. Growth will be observed by the principal through walkthroughs.

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 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

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?

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		
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.

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	The students with disabilities will improve in sight word knowledge, fluency, vocabulary, oral expressive language development, reading comprehension as a result of utilizing the Wilson Reading System.
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The use of Wilson Reading strategies will assist with the commitment for developing 1-2 English Language Arts academic goals focusing on areas of possible learning loss with students and assisting them as they make progress toward attaining their goals. The Wilson Reading strategies will assist the students with disabilities as they focus on improving their sight word knowledge, fluency, vocabulary, oral expressive language development, and reading comprehension.

Evidence-Based Intervention

Evidence-Based Intervention

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
Dr. Scott Comis	Principal
Kathleen Carter	Teacher
Joanna Walbrecht	Teacher
Amy Rappaport	Special Education Teacher
Meaghan Fleming	Special Education Parent, PTA President
Vivian Mendonis	Special Education Parent, PTA President

Our Team's Process

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>		
3/22/21	X		X	X		
3/17/21			X	X		
4/12/21		X	X	X		
4/6/21	X		X	X		
5/3/21			X	X		
5/24/21			X	X	X	
6/3/21			X	X	X	X
6/22/21			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

The feedback from interviews and surveys informed the plan in students returning to full instruction and focusing on inclusion, social emotional learning and learning loss.

Equity Self-Reflection

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

DEI survey and Equity Self-Reflection focused the plan on providing lessons and classroom settings that reflect on the linguistic and cultural diversity of the students.

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](#) 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.