



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Hempstead Public Schools	Prospect School	Pre-Kindergarten and Kindergarten

Collaboratively Developed By:

The Prospect School SCEP Development Team
Ms. Carole Eason – Principal
Ms. Madeline Baez – Assistant Principal
Ms. Nancy Bayat – ENL Teacher
Ms. Brittany Brandman – Special Education Teacher
Ms. Rhonda Chung – IB Coach
Ms. Kerry Lanzer – General Education Teacher
Ms. Alyssa Tortora – Technology Teacher
Ms. Peggy Wilkins-Walker – Social Worker
Ms. Kellie Wilson-McNeal – AIS/Data
Ms. Samieta Jackson Jennings- Parent
And in partnership with the staff, students, and families of Prospect 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 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.

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 I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to use social awareness and interpersonal skills to establish and maintain positive relationships.</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> 	<ul style="list-style-type: none"> • Our commitment is aligned to our school vision which states, "We will promote social awareness and global citizenship." • The trend observed for the past 2 years identified that pre-kindergarten and kindergarten students are not demonstrating the necessary coping and social skills normally present prior to the pandemic. • A sense of belonging and social emotional learning is essential to early childhood development. • As stated in the "How Learning Happens" document, "Emotions are essential to learning, feeling safe and respected enhances our ability to learn." • Supporting social and emotional development helps the school community in getting to know the whole child. It offers students an opportunity to develop their voice and build oral language skills, and most importantly to understand that their voice is valued and contributes to making Prospect School a child-centered educational institution.

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?
Home-School Connection	<ul style="list-style-type: none"> Send home a family survey to obtain information that includes cultural heritage 	<ul style="list-style-type: none"> 75-85% parent participation in the completion of family survey Analyze the data from the survey to celebrate the diversity of the school community Graph the makeup of the school population 	<ul style="list-style-type: none"> Family survey Resources on the school website Allocation of funds for cultural arts Document and/or meeting translation services Student assemblies
7 Mindsets and Responsive Classroom	<ul style="list-style-type: none"> Teaching staff follows school-wide morning meeting and closing circle formats 	<ul style="list-style-type: none"> Teaching staff facilitate the morning meeting and closing circle with students Students participate in activities that support social emotional learning with the resources of Responsive Classroom and 7 Mindsets daily at 8:35 a.m. and 2:30 p.m. 	<ul style="list-style-type: none"> Responsive Classroom chime and texts Scheduled SEL blocks Staff professional development and implementation of newly adopted 7 Mindsets program Refresher training in Responsive Classroom program Walkthrough schedule for morning meetings and closing circles implementation Allocation of funds for ongoing professional development
Behavior Screener	<ul style="list-style-type: none"> School psychologist and social worker will administer screener and contact parents 	<ul style="list-style-type: none"> Collect data to identify Tier 2 and Tier 3 students that need extra support Observe positive behavior and interaction in school 	<ul style="list-style-type: none"> Small support groups Website resources Newsletter

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	Opportunities for students to share thoughts and ideas about Prospect school.	80% of students will feel positive about their experiences on campus
Staff Survey	Have the 7 Mindsets and Responsive Classroom programs supported students in their social-emotional learning?	100% of staff will provide feedback on how to improve social-emotional well-being for all students
Family Survey	Do parents feel that their child was supported during their academic school year?	80% of parents will provide positive feedback regarding their child's social-emotional growth at Prospect School

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.
SEL Blocks with morning meeting and closing circles 7 Mindsets lessons Pre-K Students: ASQ Kindergarten Students: Devereux Student Strength Assessment – Digital through Branching Minds

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	Provide standards-based learning experiences that are relevant and engaging for all students.
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> 	<ul style="list-style-type: none"> • Our vision is to support social emotional learning to build academic success for all students. • Our data indicates the need to focus on vocabulary and language acquisition for English Language Learners as well as build on foundational skills for all students. • As an IB World School for the PYP, it is our goal to nurture and develop young students to become caring, active participants in their lifelong journey of learning. • We will provide standards-based experiences by making learning engaging, interactive and productive for 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?
Create a safe and nurturing environment	<ul style="list-style-type: none"> Greet students upon arrival and dismissal Establish morning/closing meetings into the daily schedule Promote positive interactions within school community Plan school-wide cultural celebrations 	<ul style="list-style-type: none"> Positive interactions between staff and students Teaching staff provides positive feedback to students Cultural sensitivity Students are supported and encouraged to answer in their native language 	<ul style="list-style-type: none"> 7 Mindsets and Responsive Classroom
Implementing NYS Next Generation Standards	<ul style="list-style-type: none"> Provide standards-based driven lessons PLC focus on using standards for instruction 	<ul style="list-style-type: none"> Learning objectives, aligned with standards, are posted in classrooms 	<ul style="list-style-type: none"> NYSED website
Collect and Analyze Data	<ul style="list-style-type: none"> School uses a range of strategies and tools to assess student learning and drive instruction Conduct data meetings to analyze data and provide meaningful differentiated instruction to meet the needs all students PLC meetings provide opportunities for collaboration, planning, and data reflection 	<ul style="list-style-type: none"> Pre-kindergarten results from ASQ3 and ECERS3 Kindergarten results from iReady, running records, and NWEA Targeted small group instruction Evidence of student learning over time across subjects 	<ul style="list-style-type: none"> iReady professional development Agenda and schedule for data meetings Agenda and schedule for PLC meetings

Commitment 2

Instruction using Unit of Inquiry Planners	<ul style="list-style-type: none"> • Follow IB framework and align to district mandated curriculum • Collaborative planning and reflection to address vertical and horizontal articulation • Hands-on project-based learning • Use of action cycle and student agency • Use technology supported instruction for each transdisciplinary theme 	<ul style="list-style-type: none"> • IB curriculum is available to school community • Curriculum promotes student awareness of individual, local and global issues • Daily schedule includes transdisciplinary learning • Using IB language: learner profile attributes, ATL skills, Key Concepts 	<ul style="list-style-type: none"> • Leadership supports Primary Years Program • Funding for IB Category 1 training for new staff members • My IB accounts • Toddle platform • Unit planners • Loose parts materials
Meet the needs of ELL Students	<ul style="list-style-type: none"> • Build a framework for teachers to ensure that ELL's are meeting learning standards • Provide guided and explicit instruction using modeling, differentiated instruction, scaffolding, visuals aids and Total Physical Response (nonverbal cues) • Engage in extended discourse and interactive read alouds to model fluency and intonation; engage in analytic talk • ENL instruction will address 4 modalities of listening, speaking, reading, and writing • Implement One-Way Dual Language model • Use of Multitiered system 	<ul style="list-style-type: none"> • Cultural sensitivity • Co-teaching model with ENL teachers • Collaborative planning session with ENL and classroom teachers • Students are grouped in flexible partnerships • Students are supported and encouraged to answer in their native language 	<ul style="list-style-type: none"> • Professional development for teachers on ENL teaching strategies • Multi-tiered student support • Lexia Learning • One-Way Dual resources • Parent University

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	Survey questions that help students to reflect on the IB learner profiles.	100% of students will participate and provide feedback about which approach to learning they found most successful.
Staff Survey	Do the tools, resources, and the IB Framework help engage students leading them to meet grade-level expectations?	100% of staff will participate in the survey, reflect, and provide feedback.
Family Survey	Do you agree that your child has made academic gains this school year? Strongly agree, agree, disagree, strongly disagree	100% of parents/guardians will participate in the survey and provide feedback.

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.

The data will provide opportunities for collaboration, reflection, and next steps on improving the academic experience for all students.

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 2022-23?</p>	<p>We will commit to building a welcoming environment with parents/guardians that will facilitate communication and trust.</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> 	<ul style="list-style-type: none"> • Due to a decrease in parent participation during the pandemic we want to resume an active home school connection. • Developing this relationship encourages parents and guardians to become involved in their child's social and academic success. • By creating a welcoming atmosphere, our families will know they are valued, and each person is a contributing member of our school community.

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?
Create on-going opportunities for parent involvement	<ul style="list-style-type: none"> • Parent University Workshop sessions provide strategies and resources to use at home with their children • Parent Expo during the first parent teacher conference will provide presentations about the services provided by Community Based Organizations • Parent Teacher Organization meetings will inform families of schoolwide events and community resources • Every class will invite a parent or guardian to serve as the class liaison to the school 	<ul style="list-style-type: none"> • Increase parent/guardian participation in PTO meetings and other school-wide events • Monitor the percentage of parent attendance in meetings/events. 	<ul style="list-style-type: none"> • Funding for guest speakers and materials • CBO / Teacher compensation (teacher presenting workshop) • Parent Survey • School website • PTO and school-wide events parent/guardian sign-in sheets • Document and/or meeting translation services

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	I regularly have conversations with parents/guardians. Strongly agree, agree, disagree, strongly disagree Parent/guardian communication helps to build trust and an active homeschool connection. Strongly agree, agree, disagree, strongly disagree Having a class parent liaison helped to sustain active homeschool communication. Strongly agree, agree, disagree, strongly disagree	100% of staff will participate in the survey and provide feedback regarding parent involvement
Family Survey	I regularly have conversations with my child's teacher. Strongly agree, agree, disagree, strongly disagree Communication from my child's teacher helps to build trust and an active homeschool connection. Strongly agree, agree, disagree, strongly disagree Having a class parent liaison helped to sustain active homeschool communication. Strongly agree, agree, disagree, strongly disagree	100% of parents/guardians will participate in the survey and provide feedback regarding parent involvement

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.

Commitment 3

- September and End of Year surveys
- Sign in sheets for school-wide events

Commitment 4

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

☐ 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
Ms. Carole Eason	Principal
Ms. Madeline Baez	Assistant Principal
Ms. Nancy Bayat	ENL Teacher
Ms. Brittany Brandman	Special Education Teacher
Ms. Rhonda Chung – IB Coach	IB Coach
Ms. Kerry Lanzer	General Education Teacher
Ms. Alyssa Tortora	Technology Teacher
Ms. Peggy Wilkins-Walker	Social Worker
Ms. Kellie Wilson-McNeal	AIS/Data
Ms. Samieta Jackson Jennings- Parent	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
6/27/22		x	x	x	x	
6/28/22				x	x	
6/29/22					x	
6/30/22					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

Equity Self-Reflection

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

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.