



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Hempstead	Joseph A. McNeil	1-6

Collaboratively Developed By:

The Joseph A. McNeil Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Joseph A. McNeil 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

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 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

What is one commitment we will promote for 2022-23?	We are committed to changing instruction to promote social emotional learning and embed the learner profile attributes as core skills in academic and schoolwide practices.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>SEL (Social Emotional Learning) will be part of the daily schedule because as part of Joseph A. McNeil IB (International Baccalaureate) PYP Elementary School vision is to provide a positive and nurturing environment committed to achieving excellence and success.</p> <p>This commitment emerged as the findings in the student survey. Students felt they were not allowed to be themselves at school. They can only be themselves around friends. The Equity self-reflection showed we need to continue prioritizing social emotional learning programs such as Leader in Me.</p> <ul style="list-style-type: none"> • Children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustment and mental health. Development of these skills begins in the earliest years but continues throughout childhood and adolescence- essential to SEL development. Schools are a major context for social and emotional development. (Jones, Bouffard; Harvard Graduate School of Education, 2012). • This fits into other commitments and the school's long-term plans because when students are emotionally sound, they are more likely to succeed in school make good decisions that will help them thrive inside and outside the classroom and as mentioned in commitment two they will feel empowered to have a voice, make choices and develop agency in their learning environment. • It fits into the school's long-term plan because according to the Mission Statement, one of our desires is for students to become active, compassionate, and lifelong learners who understand others.

Commitment 1

	Teaching students effective SEL Skills can lead to potentially long-lasting improvements in many areas of children’s lives. Such as better mental and social health, increased self-confidence, and strong life skills that will enable students to function as engaged citizens in society.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	=
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?
Explicitly teach social emotional learning skills.	Use the Leader in Me Program	Feedback on student survey Leader in Me Assessments	Leader in Me Scep Survey Professional Development – Leader in Me
Embed social, emotional, and cognitive development in instruction and schoolwide practices.	Daily instruction of learner profile attributes and their meaning. Creation of schoolwide essential agreement (e.g., hallway, bathroom playground, cafeteria) Creation of classroom agreements Use of discussion protocols to engage students in listening respectfully and making thoughtful contributions	Instructional coaching Walkthrough and classroom observation data will include feedback on classroom environment and engagement of students learning Feedback on student and staff survey.	Professional development for teachers in reference to Social emotional learning Building Blocks to Implementing SEL in the school/classroom PYP Walkthrough Tool

Commitment 1

<p>Create social and emotional intervention practices: Schoolwide</p>	<p>Adopt graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation.</p> <p>Designate time during each staff meeting to discuss SEL</p> <p>Students receive guidance and instruction on coping skills and identify triggers of stress.</p>	<p>Data: The SCEP TEAM analyzes school wide SEL data to identify areas of improvement</p> <p>Data: Surveys to get feedback on school climate</p>	<p>All staff receive professional development connected to SEL</p> <p>staff are trained in trauma-informed care to identify students who may be affected by trauma.</p> <p>School Social Worker</p> <p>School Psychologist</p>

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	I feel safe in my school. My teachers/teaching assistants show that they care about me. I feel supported by my teachers and other staff. Students at this school treat me with respect.	80% or more agree 80% or more agree 80% or more agree 80% or more agree
Staff Survey	I have professional development workshops on SEL. I am provided resources to support SEL. I have designated time to discuss and collaborate with colleagues about SEL	80% or more agree 80% or more agree 80% or more agree
Family Survey	My child feels respected by the staff at the school. My child feels respected by the students at the school. My child feels safe and nurtured in their school environment.	80% or more agree 80% or more agree 80% or more 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.

Commitment 1

At the end of the school year 2022-2023, we anticipate:

- Students will be able to demonstrate coping skills when dealing with an emotional situation.
- Students and staff should be able to demonstrate an understanding of the learner profile attributes

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to students having voice, choice, and agency in their learning environment.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 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? 	<p>This commitment fits into the school vision because our vision is All students are prepared to thrive in an evolving global society by learning to be critical thinkers, collaborative problem solvers, effective communicators, independent readers, and writers.</p> <p>Students shared in the survey that they can be stressed with class projects and homework assignments. Students would feel better about school if they had more authentic inquiry-based experiences. One such experience is the 6th grade exhibition where students voice, and agency can thrive throughout the school year.</p> <p>Students need to have opportunities to collaborate in planning their assignments after real time feedback from teachers to help them become more independent thinkers and problem solvers that create open global minded citizens. For more than two years now 70% of our students have been in an all-virtual learning environment. The external stressors that our students experienced were magnified. We are committed to improving the climate where students learn to use their voice to advocate what they feel, choose to create behaviors to create agency and character that will help them take responsibility for their actions.</p> <p>This fits into the first commitment of Social emotional learning long term where it was stated Teaching students effective SEL Skills can lead to potentially long-lasting improvements in many areas of children's lives. Such as better mental and social health, increased self-confidence, and strong life skills that will enable students to function as engaged citizens in society.</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?	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?
Students' co-creation of the learning process	<p>Have 6th grade students choose the IB PYP (PRIMARY YEARS PROGRAMME) exhibition project for the end of the school year.</p> <p>Have students provide suggestions for topics (Suggestion Box) to study throughout the school year.</p> <p>All grades will create projects where each student chooses to present some family tradition, craft, etc.)</p>	Look at success based on a school set criterion. For example, a Rubric.	<p>Media center facilities are available to students weekly.</p> <p>Computers should be available every day for students to use.</p> <p>Suggestion box</p> <p>Transdisciplinary Themes</p>
Collaborative planning and reflection for all teachers and teaching assistants	<p>Faculty meet once a month to discuss curriculum and how students can have input into their learning (topics, materials used, etc.)</p> <p>Schedules reflect teachers have collaborative and reflective planning</p>	Faculty discuss regularly about strategies in the lower & upper grades to determine what works better for each grade level.	A list of strategies used by all grades for teachers to share experiences. Allowing time to collaborate and

Commitment 2

	times in horizontal and vertical teams on the units of inquiry.		reflect on the schedule. Transdisciplinary Units
Create schoolwide cultures that encourage student voice, choice, and agency options	<p>Faculty meet to discuss students' topics of interest.</p> <p>Class meetings to ensure differentiated instruction and independent learning.</p> <p>Teachers will initiate student led civic engagement (creation of student government) projects and school-based student leadership opportunities. Students are given numerous opportunities and the power to choose to act; students decide on their actions; and time is allocated to reflect on these actions.</p>	<p>Look at success data and how it works. (Student Survey) Is it improving student engagement? Student led advisory JAM Tiger News (Student created) Student quarterly newsletter (Student created) Student Safety Patrol</p>	<p>Media Center facilities are available to students weekly.</p> <p>Computer availability throughout the day, any materials that are related.</p> <p>Safety Patrol Advisor</p> <p>Tiger News Advisor</p>
Provide project & homework options	<p>Teachers will work together to create multiple homework options for students to complete. Let students have a choice of their own reading resources.</p>	<p>Student engagement increased through feedback on student and staff surveys</p>	<p>Material and resources for projects.</p> <p>Staff Survey</p> <p>Student Survey</p>

Commitment 2

<p>Student Led Conferences</p>	<p>Students will present evidence of their strengths, challenges, and growth across academic subjects through reflection in a portfolio of their work. Creation of schoolwide network for student led communication: morning announcement, podcasts</p>	<p>Increase in the number of students who participate in the student-led conferences and the number of families that will participate. By June 2023, grades 3 through 6 will create a podcast specific to their age group-student voice and agency.</p>	<p>Continue with professional development for teachers on student lead conferences along with modeling for students what student led conferences are. Funding for equipment for technology for podcast.</p> <p>Ib Reflection Portfolio for each Student</p> <p>Toddle</p> <p>Podcast equipment</p> <p>Drones</p>
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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	Do my teachers let me choose my own reading resources?	80% or more agree
	Am I able to choose student leadership opportunities?	80% or more agree
	Can I present evidence of my academic strength, challenges, and growth academically?	80% or more agree
		80% or more agree
Staff Survey	I have opportunities to learn from other colleague's strategies to help my students with independent inquiry-based learning.	80% or more agree
	I have the resources, strategies, content, and materials to help guide my students to be independent lifelong learners.	80% or more agree
	I am comfortable with modeling student led conferences.	80% or more agree
	I have sufficient dedicated time for collaborative planning and reflection with my colleagues.	80% or more agree
Family Survey	My child has opportunities to choose homework and project options.	80% or more agree
	My child's teacher listens and respects his or her voice.	80% or more agree
	My child can present evidence of their strength, challenges, and growth, across subjects through reflections.	80% or more 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.

Commitment 2

At the end of the school year 2022-2023, we anticipate:

- Students are more motivated and engaged in their inquiry-based learning independently.
- Grade 6 students are participating in the IB Exhibition.
- Students can articulate their strengths, challenges, and growth in all content areas.

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 are committed to helping staff members feel safe, respected, valued, and supported in order to bring about student achievement.</p>
<p>Why are we making this commitment? <i>Things to potentially take in/to 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>As a school striving for excellence and an IB World PYP School our mission is to provide a positive and nurturing environment committed to achieving excellence and success.</p> <p>During discussions within our school as staff completed the Equity Self-Reflection, it became apparent that the school is a nurturing environment for students, however it does not always feel that way for staff. In order for Joseph A. McNeil Elementary School to maximize opportunities for our students to obtain academic excellence and success the well-being of staff must be addressed and considered.</p> <p>It is often said that teachers are the first line of defense for students. So, if a teacher is not at his or her best, the impact is on the student's success or lack thereof. If a teacher is not feeling safe, respected, or supported, that stress can have a direct impact on the students.</p> <p>After reviewing the data from the student interviews, it was noted how many teachers were nice, but how not all students were nice to teachers. As an Ib School one of the major goals is to develop caring young people who help to create a better and more peaceful world through intercultural understanding and respect. In our school students are encouraged to have voice and choice. This practice should be a consideration for staff too. Commitment number 3 is a true start of an action that is necessary for a school striving for excellence. Our staff and students' well-being must be a priority for our long-term goals and to fulfil our mission.</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?	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 more opportunities for staff voices to be heard and responded to	Create a physical and virtual suggestion box so that staff can provide suggestions on improving the overall school experience. The grade level leaders will review them monthly and present them to administration for consideration.	A log of suggestions will be maintained with feedback on action taken on the suggestions. The outcome and action will be shared in writing or at a Staff Meeting.	A Collection Box A virtual suggestion box A rubric to assess recommendations
Create staff daily feelings check in	Create a virtual or physical form that staff will submit upon signing in. Administration will review and act upon the findings. Do team building activities Staff Recognition Monthly	Less absences Staff participation in events/activities outside of the work hours	an Emotional Staff Check-In form Create categories for staff recognition Incentives for staff
Students will complete a monthly survey about staff	Create a brief three question survey for students to complete monthly	Surveys will reflect positive observation from students	A virtual survey

Commitment 3

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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/teaching assistant is happy to teach the class. My teacher/teaching assistant has only been absent a few times. The staff members seem happy to work here. Staff treat each other nicely and respectfully.	80% or more agree 80% or more agree 80% or more agree 80% or more agree
Staff Survey	I feel appreciated in the school. I feel supported by the administration. My opinion and concerns are heard and most of the time acted upon.	80% or more agree 80% or more agree 80% or more agree
Family Survey	My child's teacher is rarely absent. The staff at the school treat my child with respect and care. The staff at the school are treated with respect and care.	80% or more agree 80% or more agree 80% or more agree

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.

At the end of the school year 2022-2023, we anticipate:

- a decrease in faculty absences by 10% or more
- staff are participating in more events/activities outside of the work hours
- Students will be able to articulate that adults are treated nicely

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	PLCs
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	It will support commitments 1, 2 and 3. Faculty in a PLC can help students develop essential life skills in the same way that they learn core academic subjects. Through collaboration and discussion of concerns during PLCs it will also provide opportunities for teachers to share and learn from each other, reflect on ideas, and build relationships.

☐ 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).

[illegible]

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
July 7, 2022				X		
July 14, 2022				X		
July 15, 2022		X				
July 18, 2022	X					
July 21, 2022			X	X		
July 26, 2022					X	

Learning As A Team

Directions

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

Student Interviews

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

The student interviews showed the SCEP Team that the students are aware of the school's culture and their learning environment. The findings showed that they see the school as a fun and safe place for learning. However, with some restrictions due to Covid the need to be able to go outside during the school day and to be able to be a little more social with their peers is wanted.

Equity Self-Reflection

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

This input from the SCEP Team's self-reflection, along with connections to results from student interviews and perception data helped our development team to identify action steps that were connected to several areas of data that informed our plan.

These include:

- * The need to address SEL for the staff and students in the school (through direct instruction for the students and check in for the staff
- * Recognizing the importance of staff feeling safe, valued, and supportive in the workplace

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.