New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

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

Collaboratively Developed By:
The Joseph A. McNeil SCEP Development Team Sandra C. Powell Ed.D, Winsome Brown-Cooke, Diane Green, Juanita Winfield Ed.D, Kathleen Rennard, Michael Levine, Deborah Tharpe-Fennell,

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 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 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 1

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to transform learning settings, so they are safe and supportive 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?*	The vision of Joseph A. McNeil calls for the school to provide a nurturing environment that is committed to student achieving excellence and success. For more than a year, 70% of our students were 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 the skills and character that will help them take responsibility of their actions and treat others with respect and compassion.

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?
Build structures that support relationships.	Looping students will stay with the same teacher for more than one year Class Meetings Advisory groups-a staff member will serve as a guide and advocate for students Student-led parent conferences	Feedback forms will be created that are aligned with the student climate survey.	Funding for research based schoolwide survey.
Create schoolwide cultures that encourage student voice and agency.	Creation of schoolwide network for student led communication: morning announcement, podcasts Creation of student government	By the June 2022 all grades will create a podcast specific to their age group -student voice and agency	Funding for equipment for technology for podcasts
Affirm students' diverse cultural and linguistic backgrounds.	Culturally specific events and programs-Hispanic Heritage, African American History, Women's History Programs, Kwanzaa Celebration Instructional materials and professional development that incorporate strategies for affirming students' backgrounds	All students would have participated in at least one event or activity that affirms their cultural or linguistic background	Resources for program materials Community connections-Hispanic Counseling Center

End punitive and counterproductive disciplinary strategies.	Incorporate restorative approaches to handling conflicts that teach students to take responsibility for their actions and repair any harm that may have occurred.	Reduce the number of out-of-school suspensions to >10 Creation of the Restorative Justice Committee Reduce the number of teacher referrals by 20%	Professional development of restorative practices Attend conference with Restorative Justice Committee hosted by AFT

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	I feel safe in the classrooms.	90% strongly agree
	I feel safe in the hallways and bathrooms.	90% strongly agree
	I have a chance to work independently on topic that are important to me.	
Staff Survey	In this school we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.	80% strongly agree
	Students at this school are well-behaved.	80% strongly agree
	I spend too much of my teaching time disciplining students.	80% strongly disagree
Family Survey	Parents are made to feel welcome at this school.	80% strongly agree

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to building adult expertise in child development and the science of learning.
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?*	The pandemic has magnified the need for staff to develop expertise and understanding in child development and in the science of learning. Since the goal is for our students to appreciate the perspectives of others and to demonstrate integrity, the adults must model these skills for students. Knowledge and understanding of the skills students need to strive in the global society will require ongoing learning of all adults that interacts with 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?	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?
Schoolwide professional development focused on designing motivating tasks and projects that demand critical thinking and collaborative problem solving	Students participating in project-based learning activities Students demonstrating their learning through end of year projects	Student feedback on projects Public demonstrations of student work via presentation (In person and virtual)	IB Coach Staff participation in conferences and ongoing profession development of project-based learning
Creation of school instructional team - Scaffolding Learning Focus	Primary focus of the team is to identify areas for staff professional development Consensus decision-making, no-fault problem-solving and collaboration	Walkthroughs will show an increase staff use of scaffolds providing access to grade level content for all students	Instructional Content Coaches-ELA, Math, Science

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		
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.

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 2021-22?	We are committed to change instruction to teach students, social, emotional and cognitive skills; and embed these skills in academics and schoolwide practices.
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?*	Children learn best when we treat them as human beings, with social and emotional as well academic needs. They require skills such as paying attention, setting goals, collaboration and planning for the future. In addition, they to think critically, consider different views and problem solve. As a school we recognize we must formally and informally develop and practice social, emotional and cognitive skills and habits throughout the school day. These concepts must be focused on in class, in the cafeteria, and on the playfield.

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?
Explicitly teach social, emotional, and cognitive skills.	Mental health teams work with school leadership team to plan lessons/activities that use evidence-based instructional materials, practices and resources	Feedback on student survey	Funding to hire consultant (former social worker to continue the work) o provide framework, lessons, and resources
Embed social, emotional, and cognitive development in instruction and schoolwide practices.	Creation of schoolwide essential agreements

Creation of classroom essential agreements

Use of discussion protocols to engage students in listening respectfully and making thoughtful contributions | Walkthroughs 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 |
| Student-led conferences | Students will present evidence of their strengths, challenges and growth across academic subjects through a portfolio of their work | Increase in the number of students who participate in the conference and the number of families that will participate. | Professional development for teachers on student-led conferences |

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		
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.
By the end of the 2021-2022 school year 50% of students will participate in student-led conferences.

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	Promoting Alternative Thinking Strategies
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Promote emotional and social competencies and reduce aggression and behavior problems.

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
Sandra C. Powell, Ed.D	Principal
Renee Wright	Assistant Principal
Winsome Brown-Cooke	Social Worker
Diane Green	Teacher
Katherine Rennard	Teacher
Maria Fernandez	Bilingual Teacher
Juanita Winfield	IB Coach
Deborah Tharpe-Fennell	Teacher
Michael Levine	Teacher

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

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.