New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Schenectady City School District	Van Corlaer Elementary School	PK-5

Collaboratively Developed By:

The Van Corlaer Elementary School SCEP Development Team:

Michaela Miranda, Principal
Tanya Delamater, Instructional Supervisor
Rebecca Reynolds, Psychologist
Michelle Battaglia, Intervention Specialist
Michelle Harrell, Reading Teacher
Jennifer Riley, GEC Teacher
Heather Wells, Teacher
Jennifer Bradt, Teacher
Kim Minear, Teacher
Fernando Jimenez, Secretary
Ed McCorry, Social Worker
Diamond Montford, Parent Liaison
Jill Gandolfo, Social Worker
Ryan Saxton, Social Worker

And in partnership with the staff, students, and families of Van Corlaer 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 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 commit to deepening connections among students, staff, and community in relation to the cultural identities of our students and the community.
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?*	For more than a year, we've been isolated. In our student interviews, we heard that kids are afraid school won't be open next year, or they will not be able to see their friends. 60% of students were completely virtual this year, while the other 40% attended a hybrid model. In the virtual world, students did not have a lot of time to socialize with each other. Those that attended in person school, had to remain 6 feet away from their peers, which made cooperative learning difficult. We believe that due to the changes caused by the pandemic, we need to rebuild and reconnect the members of our school community. We seek to prioritize restoring and developing connections both within our school and within our community to begin healing from the pandemic. We began Community building circles through this past year and have seen a dramatic increase in student connections.

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?
Creation of a reopening plan that is restorative and focuses on reestablishing connections and healing.	Creation of a transition team to plan for the return to school. Intentional use of community circles to ensure all stakeholders are informed about what is happening in school, have a voice, and build strong connections.	Discussion with stakeholders will reveal they felt the transition back to in person learning was successful.	The transition team will meet regularly to discuss the reopening and strengthening of our school with a focus on community, protocols, and positive behavior intervention systems. Funding to hire a Restorative Practice Coach and Restorative Practice Training with Restorative Justice Ed.
Increased opportunities for celebrations that unite our school community together.	Grade level teams, with assistance from building administrators, will plan assemblies and events throughout the school year that unite our students and families. Events will plan for ways to provide communication and connections that share what is happening in the school.	Participation in both school and community events- we will connect with our Parent Liaison to communicate community events throughout the year so staff can attend in the community to unite the school and families.	Funding for increased opportunities to host events that include food and prizes to bring our community together. Funding for assemblies to bring in engaging

		Student survey questions: Learning is fun at my school and I like going to my school.	guests that reinforce the school's values and allow students to feel connected to school.
Creation of Community outreach Specialist position.	Community Outreach Specialists will reach out in the community to organize a calendar of events that are happening such as, but not limited to, sporting events, gatherings, community outreach events, volunteer events, etc.	School staff will be present at community events within the community monthly. We will have representation at as many events as possible. In the parent survey, parents will identify that members of the school care about their students.	Funding to hire two Community Outreach Specialists.

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 can really be myself at this school.	4.0 out of 5
	Teachers at this school care about me.	4.0 out of 5
	School is a safe place for me.	4.0 out of 5
Staff Survey	The school makes sure all students can experience success.	4.0 out of 5
	The school values the work I do to support students beyond curriculum.	3.32 out of 5
Family Survey	My child feels connected to the school.	4.2 out of 5
	The school cares about my family and the community.	4.2 out of 5

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.

High participation in community events.

All students will participate in community building circles.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to strengthening our ability to provide a cohesive, culturally responsive curriculum.
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?*	As a school we have begun auditing and rebuilding the current curriculum to better support all learners. We have made the commitment to begin dissecting curriculum through an anti-racist lense. We believe as a school that our students need to share common curricular experiences relevant to diverse cultural backgrounds and cultural identities. In the Equity Self Reflection, 50% of staff responses rated our support for culturally responsive cross curricular planning as emerging.

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?
Create structured vertical teams during PLC time.	Instructional support and lesson review through team meetings and peer observation/feedback related to student identity.	Walkthrough data will show students are demonstrating a connection to their lives and their community to advance their knowledge of self or others.	Schedule common PLC times. Ensure equitable support from instructional support staff within the classroom and PLC.
Increased emphasis on cooperative learning and group work.	Teachers meet weekly as a grade level to discuss curriculum and opportunities for cooperative learning.	Walkthrough data will show students are engaged in cooperative learning and inquiry based learning activities.	Schedule collaboration time.
Increase staff support across grade levels.	GEC teacher assigned to a primary grade level 1-3; Intervention Specialist will directly support grades 4 and 5.	Intervention Action Plans will show direct and targeted instruction during a 6 week PDSA cycle that will be monitored by administration and Intervention Specialist. Feedback will be provided on the instructional practices used to increase student growth.	Schedule Intervention and Enrichment in Master Schedule for each classroom teacher and support teacher (GEC).

Create a maker space for hands on, inquiry based learning	Makerspace would be used to provide a hands-on, inquiry based learning unit for each grade level.	Walkthrough and survey data will show students will be engaged in meaningful, inquiry based learning.	Funding to hire a TA for the makerspace.
Staff professional development focused on culturally responsive teaching	Book studies		Funds to pay teachers for professional development hours and purchase of books

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 learn about the achievements of people who look like me. I see people of many cultures, backgrounds, races and genders in the things we do at school.	4.3 out of 5 4.3 out of 5
Staff Survey	I have resources to link the current strategies, content and materials across all grade levels through vertical alignment. My principal/supervisor provides the support needed to accomplish my work objectives..	4.0 out of 5 3.2 out of 5
Family Survey	The school values the backgrounds and identities of its students and families.	4.3 out of 5

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.
High engagement in student activities. Increased connection to curriculum and school as a community.

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?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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 (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 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? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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 (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.

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
Michaela Miranda	Principal
Tanya Delamater	Instructional Supervisor
Michelle Battaglia	Intervention Specialist
Michelle Harrell	Reading Specialist
Jennifer Riley	GEC Teacher
Kim Minear	5th Grade Teacher
Diamond Montford	Parent Liaison
Jennifer Bradt	4th Grade Teacher
Ed McCorry	Social Worker
Fernando Jiminez	Secretary
Heather Wells	1st grade teacher
Jill Gandolfo	Social Worker
Rebecca Reynolds	Psychologist
Ryan Saxton	Social Worker

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
Example: 4/6/21			*x*	*x*		
6/7/21	x	x	x	x		
6/24/21			x		x	
6/25/21					x	
7/21/21				x	x	
7/22/21					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

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.