



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Peekskill City School District	Hillcrest Elementary School	4-5

Collaboratively Developed By:

The Hillcrest Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Hillcrest 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 then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>ELA - We commit to using a cohesive vertical and horizontal curriculum based on the expectations of the Next Generation Learning Standards and anchored in: multiple sources of data and Culturally Responsive pedagogies and practices.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe scholars need access to high-quality and rigorous curriculum that meets the demands and is aligned to the Next Generation Learning Standards. We believe the ELA curriculum must provide a, "Mirror, window, and sliding glass door," where scholars can see themselves and others reflected in a culturally responsive and inclusive curriculum and set of teaching practices. This aligns with the Identity and Meaning components of the, "How Learning Happens Document": Identity: Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials; Meaningful Learning: Every child is engaged in meaningful learning that is relevant to them.</p> <p>Students interviews also revealed they desire to have a platform through which they can exercise their voice and be heard. Currently, there is no systemic mechanism in grades 2 thru 5 to ensure that students have a platform to universally share their ideas and be heard. Student interviews have also indicated that students desire to participate in enhancing the culture and community of their school through fun social events and activities.</p> <p>We believe that in order to drive the curriculum forward, we need a cohesive system for collecting, aggregating and analyzing data so that teachers are armed to make in the moment decisions to support scholars in whole group, small group and individual instruction.</p>

Commitment 1

On the 2020 DTSDE Survey 20% of parents disagreed or strongly disagreed with the following, “Teachers set high expectations for my child.” 22% of parents did not know if, “Teachers set high expectations for [their] child. Additionally, 42% of teachers agreed or strongly agreed, “The variety of activities and courses offered in my school keeps students engaged.” Lastly, 24% of students agreed or strongly agreed they, “Feel challenged at school.”

The aforementioned data suggests the need for a more cohesive set of practices around curricular alignment between the components of the core curriculum and the expectations of the Next Generation Learning Standards coupled with a robust method to incrementally track and monitor scholar progress against the expectations of the standards so that there is a uniform understanding of scholar progress. This will afford transparent communication among stakeholders anchored in the standards, progress monitoring and curriculum that reflects the mosaic of our community.

This commitment is a building block to improving outcomes for children within the Hillcrest community wherein ensuring scholars have access to the rigor and demands of the Next Generation Learning Standards. We seek to cultivate learners and leaders who are autonomous, ready for the next level of their education and understand the application of their learning through critical thinking to situate scholars for the global society they are preparing to lead.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Alignment and refinement of Units of study</p>	<p>All Dual Language classrooms and one Monolingual classroom will pilot the American Reading Company (ARC). The ARC curriculum is a thematic curriculum based in the Next Generation Learning Standards. Each unit encompasses a focus and priority standard as well as speaking and listening standards to ensure access and equity to standards as well as fidelity to whole scholar development. Additionally, the units of study rely on the workshop model in reading and writing, access to complex and culturally responsive text collections as well as individual POWER goals to track and monitor scholar progress within the unit and across units of study.</p>	<p>We will use our benchmark assessments (Rehearsal Exams 4 times/year) to track and monitor scholar mastery of standards.</p> <p>Additionally, progress monitoring will be achieved through regular conferencing and movement through complex text and the growth and acceleration of POWER goals achieved within the ARC program.</p> <p>AIMSweb progress monitoring will also take place bi-weekly in tandem with benchmarking 3x times a year with the AIMSweb tool to track scholar progress utilizing their</p>	<p>Schedule: Full time art teacher to support additional planning times for teachers</p> <p>Training and job embedded coaching ARC program</p> <p>Training and job embedded coaching Aimsweb</p> <p>Professional Development to support the creation of exemplars and analysis of scholar work using rubrics and low inference conference notes</p>

Commitment 1

	<p>Non Dual language teams will work to refine and deepen current units of study to ensure alignment to the Next Generation Learning Standards. Teacher teams will utilize WEBB’s DOK to ensure rigor and deep dives into thinking and authentic application of experiences. Units of Study will incorporate immersion experiences and culturally responsive complex mentor texts where students can easily identify with characters and see themselves within the confines of the work. Criterion referenced rubrics will be used to support accountable talk, peer feedback and authentic application of learning.</p>	<p>nationally normed referenced framework.</p> <p>We will use our benchmark assessments (Rehearsal Exams 4 times/year) to track and monitor scholar mastery of standards.</p> <p>AIMSweb progress monitoring will also take place bi-weekly in tandem with benchmarking 3x times a year with the AIMSweb tool to track scholar progress utilizing their nationally normed referenced framework.</p> <p>Exemplars -teacher exemplars and student work samples will be created to ensure fidelity to the task and Next Generation Learning Standards. We will use cycles of inquiry within the grade and cross grade to ensure alignment and the deepening of rigor to the aligned with the task. We</p>	<p>Professional Development for data analysis and inquiry cycles</p>
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Commitment 1

		<p>will track and monitor using intermittent Quality Reviews with a focus on a data deep dive will be structure to closely monitor all subgroup data and acceleration.</p> <p>Inquiry cycles will also be exercised to immerse our teachers in an understanding of gap analysis to identify ways we can address subgroup deficits</p> <p>General Ed, SPED and Dual Language teams will also engage in this work to ensure alignment across all stakeholder group</p>	
<p>Uniform Assessment Calendar</p>	<p>We will create a uniform assessment calendar to support a data-driven approach to scholar assessment. The creation of the calendar will ensure that scholar data is measured on both a benchmark (Next Generation Learning Standards) and incremental basis (unit assessments, progress monitoring, Aimsweb, etc) so that we are monitoring scholar proficiency against standards and growth over time.</p>	<p>We will know if this method is effective when we are able to compare end of year data to years past.</p> <p>We will also use the benchmark data 4 times per year to ascertain the standards scholars have already mastered so that we can tailor units of study accordingly.</p>	<p>Data collection and aggregation system (Dropbox)</p> <p>Weekly Data Meetings for teams to review data</p> <p>Professional development on data aggregation and use (Plan, Do, Study, Act)</p>

Commitment 1

		<p>We will use Aimsweb and POWER goals to track scholar progress over time; this will give us incremental growth based on individual assessments between benchmark assessments.</p> <p>We will then use the benchmark assessments to determine reliability of interim assessments as we will have a standard point of comparison for scholar growth.</p>	
<p>Weekly Data Meeting Structure</p>	<p>The Weekly Data Meeting Structure (WDM) is a two part meeting where teacher teams unpack standards using Know/Show/How³ Protocol and then use a set of data or scholar work exemplars to determine scholar strengths and areas for strengthening.</p> <p>In part one teams determine what the standard requires scholars to know, how scholars would show or evidence their knowledge and a tiered system for breaking the know and show down into: whole class, small group and individual scaffolds (How³).</p>	<p>We will know if the Weekly Data Meeting structure is working based on Insight Data Responses from Teachers, Parents and Children.</p> <p>We will also use our benchmark data and interim assessments (POWER goals, AIMSweb, unit assessments, etc) to monitor scholar growth over time as compared to years past. We will use this growth data to adjust course accordingly.</p>	<p>Professional Development - Weekly Data Meeting Structure</p> <p>Professional Development - We will provide teachers with resources and opportunities to delve into the practical application of what to do with scholar data from collection through the application of different results</p>

Commitment 1

	<p>In the second part of the meeting teams compare the aforementioned unpacking to a set of data. During a benchmark assessment week they could compare to a benchmark assessment. In the interim weeks, they would compare the standard to a set of scholar work using an exemplar protocol. Teachers would first create an exemplar that meets the demands of the standard i.e. an ideal response and the would then compare scholar work to the exemplar naming what the scholar can do and actionable next steps. Based on the overall data set, teams would then determine a course of action for their units of study. I.e. do they need to reteach particular lessons? Is there a subset of scholars ready for enrichment activities? Teachers will then adjust their units of study accordingly so that scholars are in receipt of tailored instruction based on in the moment data and the demands of the standard.</p>	<p>Additionally, we will use end of year data and compare mastery and progress to years' past including subgroups and the acceleration of scholars who were already achieving at or above grade level to determine the impact of our WDM structure.</p> <p>Lastly we will create a brief teacher and scholar survey where we will quantify the experience for both teachers and scholars to determine the overall impact and make adjustments as needed.</p>	<p>Time - Teachers need additional time in team meetings and vertical department meeting i.e. ELA, Math, Cluster, etc.</p> <p>Schedule - We will use our full time cluster position and permanent substitute teachers to cover teachers for one additional period each week to engage in the WDM</p>
<p>Progress Monitoring</p>	<p>Embedded in the curricular alignment, cohesive assessment calendar and WDM structure is Progress Monitoring. Progress monitoring ensures that we are looking at scholar level data on a weekly basis and ensuring that scholars are making progress in two ways: 1. moving towards mastery of the Next Generation Learning Standards and 2. making growth along their own incremental trajectory</p>	<p>We will know if this endeavor is successful based on two factors: 1. Teachers' fidelity to the data cycle process and administrators' fidelity to monitoring the systems for data collection, aggregation and implementation. 2. Scholar growth in both Next</p>	<p>Schedule - Data meetings scheduled weekly</p> <p>Time - Teachers need time to complete data spreadsheets and then engage in reflective practices around what the data reveals</p>

Commitment 1

	<p>over the course of the school year and in between benchmark assessments.</p> <p>As such, we will use benchmark Rehearsal ELA assessments to track and monitor scholar progress along the Next Generation Learning Standards Continuum 4 times per year. We will also administer interim assessments such as AIMSweb, ARC POWER goals, Exemplars, end of unit assessments and normed anecdotal collections to monitor scholars' incremental growth.</p>	<p>Generation Learning Standards Mastery and over the learning continuum.</p>	<p>Professional Development - Teachers need additional training and support around data input, aggregation and reflection.</p>
<p>Showcases and Celebrations</p>	<p>We will create opportunities for scholars and families to celebrate their academic success in both reading and writing. We will do so through gallery walks, feedback protocols and in class celebrations. We will highlight scholar growth and progress and provide the opportunity to give scholars' work voice through their showcases. Families will have the opportunity to attend the aforementioned showcases at the end of each unit of study.</p>	<p>We will know if this strategy is impactful based on attendance at Showcase events as well as scholar feedback on K-12 Insight surveys around the following questions: Scholar: School is fun, My teacher wants to hear about what I'm doing while I'm not at school (40% increase). Families: Teachers tailor their instruction to my child's strength (40% increase).</p>	<p>Schedule: Schedule of showcase events</p> <p>Pedagogical support: Teachers will support scholars with the expectations and procedures to showcase their work</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school	64% Agree or Strongly Agree 2020-2021 Data: 24%
	School is fun	66% Agree or Strongly Agree 2020-2021 Data: 16%
	My teacher wants to hear about what I do when I’m not in school	65% Agree or Strongly Agree 2020-2021 Data: 15%
Staff Survey	The variety of activities and courses offered in my school keeps students engaged in learning	75% Agree or Strongly Agree 2020-2021 Data: 45%
	My Principal/Administrator openly communicates about decisions that impact us	72% Agree or Strongly Agree 2020-2021 Data: 42%
Family Survey	Teachers tailor instruction to my child’s strengths	83% Agree or Strongly Agree 2020-2021 Data: 63%
	Teachers set high expectations for my child	88% Agree or Strongly Agree 2020-2021 Data: 58%

Commitment 1

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.

We will improve upon our 2018-2019 Cohort score ELA: Cohort score: 428; Index score: 88 by reducing the number of scholars who achieve performance level 1 by 50% (n=97) and increasing our scholars who achieve levels 3 and 4 by 10% (n=122). In doing so, our index score will increase from an 88 to 108.4 thus ensuring we exceed the state level MIP of 105.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Math: We commit to using the mathematics workshop model and weekly data meetings to: unpack next generation learning standards, create standards-aligned modules, tasks and assessments, collect and aggregate data from multiple sources to progress monitor and ensure fidelity to programming and reteach and spiral instruction where needed to close instructional gaps and extend/enrich learning for all scholars.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe children learn best when they are presented with academically challenging material that is also developmentally appropriate. We believe scholars need access to the Next Generation Learning Standards in a manner that suits their instructional needs. We believe teachers need to be armed with cohesive and comprehensive data so they are better able to make decisions both anticipatorily and in the moment to support scholars' growth and mastery.</p> <p>Based on the aforementioned goals and beliefs, we need to refine our pedagogical structure in mathematics so that scholars are supported in the development of conceptual understanding and the opportunity to build mathematical building blocks such as fluency and automaticity. In order for both conditions to co-exist we must refine our mathematics block to ensure that throughout the block of time scholars have access to both the conceptual development through rigorous tasks and opportunities to build foundational skills through either centers or games.</p> <p>Based on the 2020 Insight survey, 26% of parents agreed or strongly agreed their child's school work is challenging. 27% of parents agreed or strongly agreed staff members seek their input on how to meet [their] child's needs. 48% of teachers agreed or strongly agreed what children [were] learning what</p>

Commitment 2

they need to be successful in the next grade or after graduation. 16% of scholars agreed or strongly agreed school is fun.

The aforementioned data and beliefs connect to the, "How Learning Happens Framework," in the domain of Meaningful Learning: Every child is engaged in meaningful learning that is relevant to them. We will use the math block structure to create meaningful mathematics learning that is based on real-world problem solving, opportunities to critique one another's thinking and justify reasoning coupled with opportunities to firm up foundational skills through stations, games and the use of technology.

This commitment aligns directly with our long-term goal of creating equitable outcomes for our scholars and their future goals. Scholars must develop the mathematical building blocks in elementary school while simultaneously building their mathematical muscles. Teachers must hone their skills around error analysis so that when they are looking at scholars' work they are able to determine the type of error scholars made and support them with either closing the conceptual gap or highlighting procedural errors and building scholars' ability to recognize the difference.

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?
Unpacking Standards and Standards Mapping	At the beginning of each unit of study teachers will spend their 2 planning periods in the launch week unpacking Next Generation Learning Standards. They will use the CrossWalk with the Common Core Learning Standards Coherence Maps and determine the conceptual understanding scholars need to develop as well as the prerequisite skills necessary to master the conceptual understanding. Teachers will then ensure the building blocks of the conceptual understanding and prerequisite skills are embedded into the tasks, games, stations and spiral review scholars engage in throughout the course of the unit. They will also plan specific checkpoints where they will evaluate conceptual and skill growth in scholars using a combination of performance assessments (scholar work) as well as a concrete mid-unit formative assessment task.	We will know if this strategy makes a difference based on scholar mastery of benchmark assessments (Rehearsal exams given 3 times/year) as well as scholar' growth on standards across units of study. A second measure of success is when evaluating scholar work products using the Weekly Data Meeting Protocol (WDM) and determining the percentage of scholars who are making conceptual errors vs. procedural errors. Over time the percentage of conceptual errors should decrease if scholars are achieving a higher level of conceptual mastery. We will track the percentage of	Time - Teachers need time built into their schedule to do the work of unpacking standards Schedule - Meetings need to be scheduled and calendarized so that there is alignment with units of study Professional Learning - Teachers will likely need additional support around navigating the CrossWalk of standards as well as the Common Core Learning Standards Coherence Maps to ensure they are highlighting and

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		conceptual errors vs. procedural errors using our assessment grids.	leveraging the appropriate prerequisite skills
Refining the structure of the Mathematics Instructional Block	<p>Beginning in September, 2021 the Mathematics Block will be 90 minutes long. We will use the 90 minutes each day as follows:</p> <ol style="list-style-type: none"> 1. Fluency warm-up based on the prerequisite skills for conceptual mastery 2. Mini-lesson with explicit teach 3. Guided Practice 4. Real-World Problem-Solving using standards-aligned tasks and questions with scaffolds, supports, extension and enrichment opportunities as needed by scholars 5. Rotations of centers, games, small strategy groups, guided math 6. Math Congress - lesson close rooted in scholar discourse and the concretization of meaning through the justification and/or rationalization of scholar work by scholars 	We will know the strategy is working based on scholar work products, their ability to justify their mathematical reasoning and cohesive application based on learning walks and teacher observation reports.	<p>Schedule: Teacher schedules must reflect the 90 minute math block</p> <p>Professional Development: Teachers will need assistance ensuring fidelity to the various components of the Math Block</p> <p>Job Embedded Coaching: Teachers will need support with implementation</p>
Weekly Data Meeting Structure	The Weekly Data Meeting Structure (WDM) is a two part meeting where teacher teams unpack standards using Know/Show/How ³ Protocol and then use a set of data or scholar work exemplars to	We will know if the Weekly Data Meeting structure is working based on Insight Data Responses from Teachers, Parents and Children.	<p>Professional Development - Weekly Data Meeting Structure</p> <p>Professional Development - We will</p>

Commitment 2

	<p>determine scholar strengths and areas for strengthening.</p> <p>In part one teams determine what the standard requires scholars to know, how scholars would show or evidence their knowledge and a tiered system for breaking the know and show down into: whole class, small group and individual scaffolds (How³).</p> <p>In the second part of the meeting teams compare the aforementioned unpacking to a set of data. During a benchmark assessment week they could compare to a benchmark assessment. In the interim weeks, they would compare the standard to a set of scholar work using an exemplar protocol. Teachers would first create an exemplar that meets the demands of the standard i.e. an ideal response and the would then compare scholar work to the exemplar naming what the scholar can do and actionable next steps. Based on the overall data set, teams would then determine a course of action for their units of study. I.e. do they need to reteach particular lessons? Is there a subset of scholars ready for enrichment activities? Teachers will then adjust their units of study accordingly so that scholars are in receipt of tailored instruction based</p>	<p>We will use our benchmark data, interim assessments, unit assessments and scholar work samples to monitor scholar growth over time and as compared to years past. We will use this growth data to adjust pacing, scaffolds, supports, extension and enrichment opportunities accordingly.</p> <p>Additionally, we will use end of year data and compare mastery and progress to that of years' past including subgroups and the acceleration of scholars who were already achieving at or above grade level to determine the impact of our WDM structure.</p> <p>Lastly we will create a brief teacher and scholar survey where we will quantify the experience for both teachers and scholars to determine the overall impact and make adjustments as needed.</p>	<p>provide teachers with resources and opportunities to delve into the practical application of what to do with scholar data from collection through the application of different results</p> <p>Time - Teachers need additional time in team meetings and vertical department meeting i.e. ELA, Math, Cluster, etc.</p> <p>Schedule - We will use our full time cluster position and permanent substitute teachers to cover teachers for one additional period each week to engage in the WDM</p>
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Commitment 2

	on in the moment data and the demands of the standard.		
Progress Monitoring	<p>Embedded in the curricular alignment, cohesive assessment calendar and WDM structure is Progress Monitoring. Progress monitoring ensures that we are looking at scholar level data on a weekly basis and ensuring that scholars are making progress in two ways: 1. moving towards mastery of the Next Generation Learning Standards and 2. making growth along their own incremental trajectory over the course of the school year and in between benchmark assessments.</p> <p>As such, we will use benchmark Rehearsal Math assessments to track and monitor scholar progress along the Next Generation Learning Standards Continuum 4 times per year. We will also administer interim assessments such as AIMSweb, ARC POWER goals, Exemplars, end of unit assessments and normed anecdotal collections to monitor scholars' incremental growth.</p>	<p>We will know if this endeavor is successful based on two factors: 1. Teachers' fidelity to the data cycle process and administrators' fidelity to monitoring the systems for data collection, aggregation and implementation. 2. Scholar growth in both Next Generation Learning Standards Mastery and over the learning continuum.</p>	<p>Schedule - Data meetings scheduled weekly</p> <p>Time - Teachers need time to complete data spreadsheets and then engage in reflective practices around what the data reveals</p> <p>Professional Development - Teachers need additional training and support around data input, aggregation and reflection.</p>
Showcases and Celebrations	<p>We will create opportunities for scholars and families to celebrate their academic success in math. We will do so through gallery walks, feedback protocols and in class celebrations. We will highlight scholar growth and progress and provide the opportunity to give scholars' work voice through their showcases. Families</p>	<p>We will know if this strategy is impactful based on attendance at Showcase events as well as scholar feedback on K-12 Insight surveys around the following questions: Scholar: School is fun, My</p>	<p>Schedule: Schedule of showcase events</p> <p>Pedagogical support: Teachers will support scholars with the expectations and</p>

Commitment 2

	will have the opportunity to attend the aforementioned showcases at the end of each unit of study.	teacher wants to hear about what I'm doing while I'm not at school (40% increase). Families: Teachers tailor their instruction to my child's strength (40% increase).	procedures to showcase their work
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school	64% Agree or Strongly Agree 2020-2021 Data: 24%
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Family Survey	Teachers tailor instruction to my child’s strengths	83% Agree or Strongly Agree 2020-2021 Data: 63%
	Teachers set high expectations for my child	88% Agree or Strongly Agree 2020-2021 Data: 58%

Commitment 2

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.

We will improve upon our 2018-2019 Cohort score Math: Cohort score: 425; Index score: 82 by reducing the number of scholars who achieve performance level 1 by 50% (n=97) and increasing our scholars who achieve levels 3 and 4 by 10% (n=122). In doing so, our index score will increase from an 82 to 108.4 thus ensuring we exceed the state level MIP of 105.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Social Emotional Learning (Whole Child): We commit to using with 95% or greater fidelity a schoolwide system for PBIS and crisis response in order to reduce the overall number of incidents and ensure that 85-90% of escalations are de-escalated inside the classroom (Kickboard).</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe that scholars learn best when the whole child is nurtured, supported, challenged and loved. In order to do so, scholars need strong relationships with adults and with their peers within the school community. We also need opportunities to get to know scholars on a more personal level so that we are accurately able to identify their social emotional strengths and areas for strengthening similarly to the manner in which we would evaluate scholars from an academic perspective by using concrete data tools and low inference notes to paint the whole portrait of who our scholars are and what motivates them!</p> <p>Student interview results indicate that students desire to have deeper relationships with their teachers. Progress in this area will be measured by a continued focus on building relationships with students through the lens of social emotional learning. Hillcrest will continue to grow in its fidelity to the PBIS initiatives, trauma informed practices and use of the Zones of Regulation through the use of a centralized data tool and application; Kickboard. Kickboard will embed the PBIS matrix, crisis response protocol and schoolwide system under the umbrella of one application. We will couple the roll out of Kickboard with the implementation of a culturally responsive curriculum in conjunction with a 21st STEAM centered learning approach, which will support an increase in scholars' feeling connected and represented in the curricula as well as challenged by the integrated approach to the work.</p> <p>Scholar interview results indicate that students desire to have a platform through which they can exercise their voice and be heard. Currently, there is</p>

Commitment 3

no systemic mechanism in grades 2 thru 5 to ensure that scholars have a platform to universally share their ideas and be heard. Scholar interviews have also indicated that scholars desire to participate in enhancing the culture and community of their school through fun social events and activities.

The aforementioned scholar interviews and data and our goal align with the, “How Learning Happens” document under the section: Relationships: Every child has strong, trusting relationships with adults and peers. We seek to ensure all scholars have relationships with a trusted adult who knows and understands the scholar on a personal level.

We will anchor all of the aforementioned in our attendance and referral data through our use of our Attendance Task Force and Scholar Study Team so that there is a robust system of analyzing the impact of our efforts both in the data that is directly correlated (referrals, incidents, escalations, etc.) and in the data that is tangentially correlated (attendance, referrals to special education, etc.)

This commitment aligns with our overall focus for the 2021-2022 school year in that we are co-prioritizing social emotional and academic learning. In order to successfully master curricula and standards, scholars must also master the social emotional skills necessary for their elementary career and beyond. In order for us to nurture the whole child, we must know the whole child well so that we can support children in their many facets.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Kickboard Roll Out</p>	<p>Beginning August, 2021 we will launch a new application that will house our: PBIS matrix, crisis response protocol, and positive/negative consequence system all embedded in the Kickboard application. A team of 4-8 representatives of diverse stakeholders in the community will work with a Kickboard Consultant to build the application to meet the demands of the Hillcrest community. On August 30th and August 31st, 2021 we will provide training and support to all stakeholders in the community including: teachers, teacher assistants, lunch monitors, greeters, school secretaries, clinical team, custodial staff and administrators so that 100% of our community is fully trained in the application, its' uses and has had the opportunity to build muscle memory through real-time coaching. Beginning Friday, September 1, 2021, the application will launch on the first day of school with scholars.</p>	<p>We will know if this strategy is successful if there is a decrease in the overall number of incidents during the 2021-2022 school year and if there is an overall reduction in the number of suspensions in the 2021-2022 school year.</p> <p>Additionally, we will know if this is successful if there is an increase in the K-12 Insight question for scholars, "Students do not bully each other in this school."</p> <p>A lagging indicator will be an overall increase in scholar attendance rates and a decrease in the number of scholars who are</p>	<p>Application - we must fund the creation and onboarding of the Kickboard application</p> <p>Time - Community Members will need time to master the application and its' intended uses</p> <p>Coaching Sessions - Community Members will need the opportunity to work with consultants on coaching and support</p> <p>Money - we will need funding to purchase the application</p>

Commitment 3

		chronically absent or severely chronically absent.	
Data Collection and Aggregation	Daily, the Clinical Team, and Administrative Team will monitor classes for positivity ratio. The long term goal is for 90% of scholars to have a 75% positivity ratio or higher (percentage of positive interactions over corrections). Daily, scholars will announce the top 5 scholars on the Kickboard Leader Board to incentivize scholars and teachers to engage with the application. Weekly the Clinical and Administrative Teams will confer to identify any scholars who are falling outside of the 75% positivity ratio and determine next steps for those scholars (Tier 2 and Tier 3 supports).	We will know if this is successful based on two different data sets: 1. The percentage of scholars who have a 75% or higher positivity ratio in the kickboard application and 2. The number of scholars who are referred to the clinical and/or administrative team (this number should steadily decrease over years past as fidelity to the program increases)	Time - Admin Team, Clinical Team need time to confer and ensure alignment with responses within the system and when incidents occur outside of the system
Staff Data Meetings	On a monthly basis, teachers will engage in the Looking at Data Protocol (https://www.schoolreforminitiative.org/download/atlas-looking-at-data/) where we analyse the trends in the Kickboard data. We will then determine next steps based on the individual class's data as well as the data of the school as a whole.	We will know if this strategy is successful when Community Members are able to lead the data meetings independently and accurately identify areas of strength and areas for strengthening.	Time - Time for the data meetings to take place Schedule - A coherent and transparent schedule for Community Members to follow so they know when to anticipate meetings and how to prepare.
Job Embedded Coaching	On a trimester basis, teachers will receive job embedded coaching from Kickboard Consultants. Consultants will review whole school and individual data and	We will know the job embedded coaching is successful based on the gradual release model of	Time - Community Members will need time to meet with consultants

Commitment 3

	observe community members using the platform. They will then provide support based on the trends in data and observation to ensure a greater fidelity and mastery of the platform.	support and the community members' ability to engage in data-led conversations around Kickboard interactions and positivity ratio.	Money - we will need funding for the job embedded coaching
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school	64% Agree or Strongly Agree 2020-2021 Data: 24%
	School is fun	66% Agree or Strongly Agree 2020-2021 Data: 16%
	My teacher wants to hear about what I do when I’m not in school	65% Agree or Strongly Agree 2020-2021 Data: 15%
Staff Survey	The variety of activities and courses offered in my school keeps students engaged in learning	75% Agree or Strongly Agree 2020-2021 Data: 45%
	My Principal/Administrator openly communicates about decisions that impact us	72% Agree or Strongly Agree 2020-2021 Data: 42%
Family Survey	Teachers tailor instruction to my child’s strengths	83% Agree or Strongly Agree 2020-2021 Data: 63%
	Teachers set high expectations for my child	88% Agree or Strongly Agree 2020-2021 Data: 58%

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 2021-22 school year.

We will have reduce by 50% the overall number of incidents reported to Infinite Campus. We will reduce suspensions by 75%.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Powerful family and community partnerships: We commit to creating multiple opportunities monthly for families to celebrate and participate in scholar learning and enrichment all of which will be communicated through a monthly and yearly calendar and translated into multiple languages.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe that in order to support, nurture, challenge and love the whole child, we must provide resources to support the lagging needs often associated with economic hardship. Based on the 2020-2021 NYSED data, 84% of scholars are considered economically disadvantaged. These needs have been exacerbated by the pandemic. In order for us to meet the needs of our scholars and families, we need additional insight and information around their individual and collective needs.</p> <p>The aforementioned directly connects with the NYSED, "How Learning Happens" Document under the component of Belonging. Every child feels safe, respected, supported, and a true sense of belonging. We believe that in order to feel safe, basic needs must be met.</p> <p>2020-2021 K12 Insight data revealed the need for additional knowledge about our scholars and families as evidenced by: 15% of scholars agreed or strongly agreed their teachers want to hear about what they are doing when [they're] not in school. Similarly, 37% of families agreed or strongly agreed My child's teacher(s) interacts with me on a regular basis.</p> <p>This commitment is the right commitment as it directly aligns with the Peekskill Promise of, "Whole Child Commitment," and with the overarching CEP goals we have around supporting, nurturing, challenging and loving the whole child. In order to meet this commitment, we must know who our</p>

Commitment 4

children are on every level (academic and social emotional) in order to meet their needs on every level.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Needs Assessments</p>	<p>We will conduct a Needs Assessment of community members including families, scholars and support staff. We will use 10 questions that mirror the K-12 Insight Survey questions to ascertain their needs as we shift back to in person learning. We will then sort the data into categories and develop tiered support plans accordingly. For example basic necessities (food, clothing, housing, etc), community connections (counseling, health support, job support, etc), school level resources (Andrus, group counseling at-risk, lunch bunch, leadership development). Once we have tiered families and constructed plans, we will embed a monitoring system that enables us to track the impact of our work across agencies and families.</p>	<p>We will know if this endeavor is successful if we are able to track and monitor the tiered implementation of 60% or more of our families in all tiers.</p> <p>Lagging indicators are predicted to be: attendance - overall increase in attendance rate followed by decrease in chronically absent and severely chronically absent. Number of referrals to Infinite Campus.</p>	<p>Time and personnel - we will need time and personnel to develop the needs assessment and ensure fidelity to the implementation of the assessment given to families</p> <p>Data collection and aggregation - we will need a system by which to collect, aggregate and analyze data</p> <p>Monitoring System - we will need a system by which to assess the efficacy and efficiency of our tiered support</p>

Commitment 4

<p>Constant Contact</p>	<p>Families have diverse access points as it relates to access to information (language, literacy, fluency within the two dominant languages Spanish and English). As such, we need the opportunity to reach families using a variety of platforms and methods such as flyers, letters, videos, phone blast, text messaging with pictures so that we are reaching all families.</p>	<p>We will know if this endeavor is successful based on anecdotal feedback from families, the number of families who are able to reciprocate communication and the number of families who are able to attend promoted events or attain promoted supports and services.</p>	<p>Communication Tools - phone blast, text messaging, flyers, letters, etc</p> <p>Translation services - 100% of communication will be translated into the two dominant languages</p>
<p>Partnerships</p>	<p>We will leverage the Family Welcome Center to create lasting partnerships that meet the diverse needs of our families within the school community and beyond our walls. We will provide opportunities for interface with the Welcome Center by cascading performances and events with information about community resources and partnerships both within and beyond the schools' walls.</p>	<p>We will know if this is successful based on K12 Insight survey data and the number of families who are able to access the supports and resources needed.</p>	<p>Linkage - We need the linkage between identified needs and community resources</p> <p>Tracking - We will create a system to track and monitor the correlation between events and events that are cascaded with community resources and compare the data</p>
<p>Assemblies and Showcases</p>	<p>We will create opportunities for scholars and families to celebrate their academic success in both reading, writing and math. We will do so through gallery walks, feedback protocols and in class celebrations. We will highlight scholar growth and progress and provide the opportunity to give scholars' work voice through their showcases. Families will</p>	<p>We will know if this strategy is impactful based on attendance at Showcase events as well as scholar feedback on K-12 Insight surveys around the following questions: Scholar: School is fun, My teacher wants to hear</p>	<p>Schedule: Schedule of showcase events</p> <p>Pedagogical support: Teachers will support scholars with the expectations and procedures to showcase their work</p>

Commitment 4

	have the opportunity to attend the aforementioned showcases at the end of each unit of study.	about what I'm doing while I'm not at school (40% increase). Families: Teachers tailor their instruction to my child's strength (40% increase).	
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school	64% Agree or Strongly Agree 2020-2021 Data: 24%
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Family Survey	Teachers tailor instruction to my child’s strengths	83% Agree or Strongly Agree 2020-2021 Data: 63%
	Teachers set high expectations for my child	88% Agree or Strongly Agree 2020-2021 Data: 58%

Commitment 4

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.

75% of families will attend at least 1 event during or outside of school hours, either in person or via a digital platform.

50% of scholars will attend Expanded Learning Time Enrichment Activities

95% of families in need will receive support services from a linked community partner

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.

X 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:

<p>Evidence-Based Intervention Strategy Identified</p>	<p>Professional Learning Community In order to meet Commitments 1-3 as a school community we will engage in Professional Learning Communities.</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning ● Collect and analyze data ● Develop and try out instructional solutions

Evidence-Based Intervention

- Assess the impact of these solutions

Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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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
Anna Bueno DeLeon	Social Worker
Brandon Juby	School Psychologist
Jennifer Badurski	Teacher
Marisa Anzovino	Teacher
Marlix Hernandez	Teacher
Melissa Magnotta	Teacher
Peggy Owens	Teacher
Ashley Fernandez	Teacher
Julia Levy	Teacher
Caroline Ramos	Teacher
Jamie Rossi	Teacher
Kerianne Harrison	Administrator
Mary Foster	Administrator
Rebecca Aviles-Rodriguez	Administrator
Shannon O'Grady	Administrator
Branwen MacDonald	Parent
Tasha Wright	Parent

Our Team's Process



Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
5/20/2021	Y	Y	Y	Y		
5/25/2021	Y	Y	Y	Y		
6/3/2021	Y	Y	Y	Y	y	
6/8/2021	Y	Y	Y	Y	Y	Y

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 scholar interview process informed the team's plan in that it gave us anecdotal data that correlated to the quantitative data available from other sources such as K12 Insight, Equity Self-Reflection and historical scholar level data such as Performance Index. Additionally, the scholar interview process also provided us invaluable information as to what scholars value, their social emotional needs and prospective supports.

Equity Self-Reflection

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

The Equity Self-Reflection informed the team's plan in that the reflection provided empirical data to support that different components of CEP planning. Additionally, the Equity Self-Reflection provided the team a baseline analysis of our current levels of understanding around the topics of equity and the implications thereof across the many facets of planning.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

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

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

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.