



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Peekskill City School District	Oakside Elementary School	2/3

**Collaboratively Developed By:**

**The Oakside Elementary School SCEP Development Team**

- **Crystal Hernandez, Principal**
- **Melissa Cruz Gomez, Assistant Principal**
- **Michelle VanRiper, Teacher**
- **Bridget Holloman, Teacher**
- **Nancy Castro, Teacher**
- **Mrs. Preston, Parent**

*And in partnership with the staff, students, and families of OAKSIDE 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to deepening connections among students, staff, and the community. (Aligned to the Peekskill Promise #3: Whole Child Commitment &amp; Peekskill Promise, Peekskill Promise #4: Enrichment Opportunities for All, and #5: Powerful Parent, Family, and Community Partnerships.)</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> <li>• Survey Data should be included here</li> </ul>	<p>This commitment fits into our district and school vision of focusing on the whole child and building strong family and community partnerships. In the past year, our students, staff, and community have experienced isolation that no one expected. We know that learning is social. We also know that emotions are essential to learning. Lastly, we know that when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom. (How Learning Happens, 2021)</p> <p>During the student interviews, it was evident that students wanted to have a deeper connection with their teachers, and were also longing to be with their peers. Please click <a href="#">HERE</a> to see the interview responses of our students.</p> <p>The equity self reflection that was completed by the staff revealed the following:</p> <ul style="list-style-type: none"> <li>• 67% of the staff that completed the survey felt that we were emerging in fostering close relationships with students and families, including working with families to gather insights to students' cultures, goals, and learning preferences.</li> <li>• 33% of the staff that completed the survey felt that we were emerging in prioritizing social emotional learning programs.</li> </ul> <p>The K-12 Insights Survey yielded the following results to the below questions:                  Students:</p>

## Commitment 1

- I can talk to an adult at school about any problem. 79% of students agreed or strongly agreed.
- School is fun. 84% of students agreed or strongly agreed.
- I am safe in school. 83% of students agreed or strongly agreed.
- Other students in the school respect me. 66% of students agreed or strongly agreed.
- Students do not bully each other in this school. 68% of students agreed or strongly agreed.
- All students are treated fairly at this school. 79% of students agreed or strongly agreed.
- Students are nice to their teachers. 84% of students agreed or strongly agreed.
- Teachers are nice to their students. 91% of students agreed or strongly agreed.

### Teachers

- Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or special needs. 95% of teachers agreed or strongly agreed.
- I have the support I need to effectively manage my students' behavior. 98% of teachers agreed or strongly agreed.
- Students do not bully/threaten each other in this school. 88% of teachers agreed or strongly agreed.
- Students treat staff members with respect. 97% of teachers agreed or strongly agreed.
- Staff members treat students with respect. 100% of teachers agreed or strongly agreed.
- My school is safe. 100% of teachers agreed or strongly agreed.

### Parents

- My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs. 91% of parents agreed or strongly agreed.
- My child is accepted in this school. 94% of parents agreed or strongly agreed.

### Commitment 1

- My child feels safe in this school. 91% of parents agreed or strongly agreed.
- This school provides a caring environment for my child. 88% of parents agreed or strongly agreed.
- Students do not threaten and/or bully each other. 58% of parents agreed or strongly agreed.
- Students respect teachers in this school. 85% of parents agreed or strongly agreed.
- Teachers respect students in this school. 88% of parents agreed or strongly agreed.

As a school, we have a collective understanding that student learning stems from positive relationships with peers, staff and the community that can only fostered when students are in school. Therefore, we feel that this commitment aligns with both the school and district vision.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES/DATE
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?
<b>Team Building Activities During the First Week of School</b>	<p>One morning of outdoor activities and team building games for students to build relationships with their peers and their teachers within the first week of school.</p> <p>Click <a href="#">HERE</a> to see a video for the #HowLearningHappens Series that supports this strategy.</p>	We will have a Google Form for students to complete at the end of the activities which speak to students' feelings about the school.	<p>We will need to schedule time to plan the activities and time for the activities at the beginning of the school year.</p> <p>Date: September 9th/10th</p>
<b>“At The Door” Greetings by Staff</b>	<p>Every teacher and administrator in the building will greet each individual student at the door before he/she comes in to ask how he/she is doing and gain a sense of the child's emotional state before the day begins.</p> <p>Click <a href="#">HERE</a> to see a video for the #HowLearningHappens Series that supports this strategy.</p>	<p>Teachers will be surveyed with respect to whether or not the “at the door” greetings have made a positive impact in the classroom.</p> <p>The student attendance rate will maintain a 95% or higher on a daily basis, and there will be a decline in chronic attendance.</p>	<p>Time to discuss this with faculty.</p> <p>Date: Starts September 1st</p>

Commitment 1

<p><b>After-School &amp; Enrichment Program with Community Partners</b></p>	<p>Students will be invited to an after-school program beginning October 1st. The program will consist of an academic portion as well as an enrichment program. The after-school program will be aligned in practice to the school day program. The academic portion will serve as a WIN block for students in both math, reading, and writing. The enrichment portion will be provided to students by school staff as well as the community partners such as The Good News Club and ARTS 10566.</p> <p>Click <a href="#">HERE</a> to see the Oakside After-School 2021-2022 Program. (Coming Soon)</p> <p>Click <a href="#">HERE</a> to see a video for the #HowLearningHappens Series that supports this strategy.</p>	<p>At least 80% of the students invited will sign up for the after-school program.</p> <p>95% attendance at the after-school program throughout the school year</p>	<p>Funding for the materials and staffing of the after-school program.</p> <p>Date: Starts October 4th/Ends June 17th.</p>
<p><b>Parent Education</b></p>	<p>The Assistant Principal in collaboration with school personnel will create a series of parent workshops for all parents to attend. These workshops will be available in English and Spanish for all who wish to participate.</p> <p><b>October 4th: Tips for a Successful School Year</b></p> <p>Goals: Parents/Guardians will...</p>	<p>A survey will be given to each of the participants to rate the content and the process of the workshop.</p>	<p>Funding to pay the staff who will be planning/facilitating the workshops.</p> <p>Planning time for the workshops.</p> <p>Dates: Workshops will be held during</p>



Commitment 1

	<ul style="list-style-type: none"> <li>● Understand the impact of attendance on academic growth.</li> <li>● Identify what the home environment needs to look like (physically &amp; routines) in order to support academic growth.</li> <li>● Identify seamless opportunities to build communication at home, supporting vocabulary, self regulation, critical thinking skills, etc.</li> <li>● Identify opportunities to build communication with the school community in order to support academic and SEL growth in students .</li> </ul> <p><b>December 1st - Tips for a Successful Parent/Teacher Conference</b> Goals: Parents/Guardians will...</p> <ul style="list-style-type: none"> <li>● Learn what to do before, during and after parent/teacher conferences to maximize communication and support the individualization of learning for their children at school.</li> </ul> <p><b>February 10: Tips for a Positive State Testing Experience</b> Goals: Parents/Guardians will...</p> <ul style="list-style-type: none"> <li>● Understand how their children will be assessed by the state.</li> <li>● Understand the role and importance state tests play in their children’s educational growth.</li> </ul>		<p>September, October, November, March, April, and May.</p>
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Commitment 1

	<ul style="list-style-type: none"> <li>● Gain strategies that support a positive testing experience for their children.</li> <li>● Gain strategies that support maximum effort on behalf of their children.</li> </ul> <p><b>April - Insight Parent Survey Night</b> Goals: Parents/Guardians will...</p> <ul style="list-style-type: none"> <li>● Familiarize themselves with:             <ul style="list-style-type: none"> <li>○ the importance of the survey</li> <li>○ the content of the survey</li> <li>○ how to fill out the online survey</li> </ul> </li> </ul> <p><b>June 2nd: Tips for a an Enriching Summer Experience</b> Goals: Parents/Guardians will...</p> <ul style="list-style-type: none"> <li>● Identify different community summer opportunities that support academic and SEL growth.</li> <li>● Gain practical strategies that support math learning throughout the summer vacation.</li> <li>● Gain practical strategies that support literacy learning throughout the summer vacation.</li> <li>●</li> </ul> <p>Please click <a href="#">HERE</a> to see the Parent Workshop Proposal.</p>		
<p><b>Survey Education</b></p>	<p>We will embed information within the parent workshops to help familiarize parents with the K-12 Insights Survey. At each workshop, we discuss the various sections of the survey, and how we as a</p>	<p>K-12 Insights Survey</p>	<p>Planning time to embed this practice in all of our workshops.</p>

Commitment 1

	<p>school are addressing that particular section.</p> <p>Some of the SLT members will champion the survey and assist in the planning of the parent education.</p>		
<b>Coffee with The Principal</b>	<p>Throughout the school year, the Principal and the Assistant Principal will meet with parents to discuss their questions and any concerns that they may have. At each CWP, a student or students will be highlighted for being exemplary students.</p>	<p>Positive interactions and relationships with families.</p>	<p>Funding for refreshments for each CWP.</p>
<b>Increased Emphasis on Cooperative Learning and Group Work Through Project Based Learning.</b>	<p>Each unit of study will contain a culminating activity that is hands-on and completed through group work. Students will present their projects to their vertical class buddies who will score their projects on rubric. Community members and families will also be invited (COVID-19 regulations permitting) to watch and be a part of the presentations.</p> <p>Please click <a href="#">HERE</a> to see a video that supports this strategy.</p>	<ul style="list-style-type: none"> <li>● Formal and Informal Observations</li> <li>● Lesson Plans</li> <li>● Student academic data</li> </ul>	<ul style="list-style-type: none"> <li>● Planning time to plan the projects for each unit.</li> <li>● Funding for the materials needed for each project.</li> </ul> <p>Date: October, January, March, and June.</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:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>● I can talk to an adult at school about any problem.</li> <li>● School is fun.</li> <li>● I am safe in school.</li> <li>● Other students in the school respect me.</li> <li>● Students do not bully each other in this school.</li> <li>● All students are treated fairly at this school.</li> <li>● Students are nice to their teachers.</li> <li>● Teachers are nice to their students.</li> </ul>	95% of all students who take the survey agree or strongly agree with each statement.
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or special needs.</li> <li>● I have the support I need to effectively manage my students’ behavior.</li> <li>● Students do not bully/threaten each other in this school.</li> <li>● Students treat staff members with respect.</li> <li>● Staff members treat students with respect.</li> <li>● My school is safe.</li> </ul>	95% of all staff who take the survey agree or strongly agree with each statement.
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs.</li> <li>● My child is accepted in this school.</li> <li>● My child feels safe in this school.</li> <li>● This school provides a caring environment for my child.</li> </ul>	95% of all families who take the survey agree or strongly agree with each statement.

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	<ul style="list-style-type: none"><li>● Students do not threaten and/or bully each other</li><li>● Students respect teachers in this school.</li><li>● Teachers respect students in this school.</li></ul>	
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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.
<ul style="list-style-type: none"><li>● Student referrals will be below 20.</li><li>● Student suspensions will be below 3.</li><li>● Student attendance will rise to be an average of 95% for the entire school year.</li><li>● The number of students who have chronic attendance will be 10 or below.</li></ul>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to strengthening our ability to provide a cohesive, robust, inclusive, and relevant curriculum. (Aligned to the Peekskill Promise #1: Robust PreK-12 Aligned and Culturally Responsive Academics &amp; #2: Robust Literacy and Steam Opportunities.)</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> <li>• Survey Data should be included here</li> </ul>	<p>Oakside is the 2nd and 3rd grade building in Peekskill, which is a district that uses the Princeton Model. Therefore, there is a need to ensure alignment and increasing rigor through the grade levels in each content area. Our district is focused on providing rigorous instruction to all students PreK-12.</p> <p>The "How Learning Happens" document speaks to the fact that learning is cognitive and that positive relationships are key to student success. The document also speaks to the fact that racial, cultural, and individual identities play an important role in social, emotional, and cognitive development.</p> <p>The equity self reflection which was completed by some of the staff revealed the following:</p> <ul style="list-style-type: none"> <li>• 55.6% of staff members felt that we were in an integrating status with respect to highlighting materials that represent and affirm student identities. 6.1% of the staff feel that we are emerging.</li> </ul> <p>The K-12 Insights Survey yielded the following results to the below questions: I feel challenged at school.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• I know what it takes to do well on tests. 82% of students agreed or strongly agreed.</li> <li>• I learn from class lessons. 88% of students agreed or strongly agreed.</li> <li>• My class lessons prepare me to do well on my school work. 89% of students agreed or strongly agreed.</li> </ul> <p>Teachers:</p>

## Commitment 2

- Students are learning what they need to be successful in the next grade. 83% of teachers agreed or strongly agreed.
- My school has a rigorous curriculum. 93% of teachers agreed or strongly agreed.
- The curriculum in my grade/subject area is relevant. 83% of teachers agreed or strongly agreed.
- The curriculum in my grade/subject area is aligned with state standards. 86% of teachers agreed or strongly agreed.

### Parents:

- I am satisfied with the instruction that my child receives in school. 56% of parents agree or strongly agree.
- I am satisfied with my child's math instruction. 83% of parents agreed or strongly agreed.
- I am satisfied with my child's reading and writing instruction. 85% of parents agreed or strongly agreed.
- My child is being prepared to do well in the next grade. 78% of parents agreed or strongly agreed.
- My child is interested in what he or she is learning in school. 82% of parents agreed or strongly agreed.

This commitment supports our long-term plans because the school's vision is in alignment with the district's mission statement. The mission statement of the district is the following: "Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society."

## 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?
<b>Looping</b>	Our 2nd grade special education students will loop with their current special education teacher. The looping of these particular teachers will ensure that curriculum will be cohesive and that students will start right where they left off in their learning.	<ul style="list-style-type: none"> <li>● Academic data</li> <li>● Observation data</li> <li>● Conversations with staff, students, and parents</li> </ul>	<p>Time to familiarize with the new curriculum.</p> <p>Date: Classes will be looped beginning in September.</p>
<b>Structured Vertical Collaboration</b>	<p>Structured inquiry cycles will be structured for cross grade collaboration in 2nd and 3rd grade. Teachers will meet to examine work samples utilizing WEBB'S DOK to ensure rigor and depth of understanding. Teachers will utilize exemplar student work samples to advance the standard of work and support accountable talk and student peer feedback. Teachers will make adjustments to units of study based on inquiry and subgroup data to ensure alignment and appropriate rigor.</p> <p>Meeting schedule to follow.</p>	<ul style="list-style-type: none"> <li>● Conversations with teachers</li> <li>● Academic Data</li> <li>● Observation Data</li> </ul>	<p>Meetings need to be calendared bi-weekly.</p> <p>Date: Beginning in August- Ending in June.</p>



Commitment 2

<p><b>Departmentalization</b></p>	<p>Grade 3 General Education and ICT classes will be departmentalized. ELA teachers will teach reading, writing, phonics, and spelling. Content teachers will teach math, science, and social studies. This will afford teachers the opportunity to become experts in their content, and therefore, be better prepared to teach our students.</p> <p>Click <a href="#">HERE</a> to see the staffing plan which includes departmentalization for Grade 3 General Education.</p>	<ul style="list-style-type: none"> <li>● Academic Data</li> <li>● Conversations with staff</li> </ul>	<p>Continued Professional Development in best practices for each content are. (Example: LETRS, Math Workshop.)</p> <p>Date: September-June.</p>
<p><b>Structured Grade Level Collaboration that Emphasizes Common Strategies and Appropriate Materials</b></p>	<p>Teachers will meet to align curriculum and discuss how they will deliver the instruction. Additionally, teachers will meet to discuss data and create action plans.</p> <p>Meeting schedule to follow.</p>	<ul style="list-style-type: none"> <li>● Student Academic Data</li> <li>● Lesson Plans</li> <li>● Observation Data</li> </ul>	<p>Meetings need to be calendared bi-weekly.</p> <p>Date: August-June</p>
<p><b>Principal Monitoring</b></p>	<p>The Principal/Assistant Principal will monitor the curriculum alignment through the APPR process and by reviewing lesson plans.</p> <p>Observation schedule to follow.</p>	<ul style="list-style-type: none"> <li>● Observation data</li> <li>● Lesson Plans</li> </ul>	<p>Observation and meeting schedule</p> <p>Date: October-May</p>
<p><b>Curriculum Resources</b></p>	<p>Currently, we are launching the American Reading Company Core Curriculum which was created with a culturally responsive lens and is in alignment with all standards for literacy instruction.</p>	<ul style="list-style-type: none"> <li>● Student Academic Data</li> <li>● Observation Data</li> </ul>	<p>Funding to purchase the following programs and materials:</p> <ul style="list-style-type: none"> <li>● Inforcabulary</li> <li>● ARC Roll out</li> <li>● Heggerty</li> </ul>

Commitment 2

	<p>All of the Dual Language classes will use ARC during the 2021-2022 school year, as well as 2 early adopter classes on each grade level. All classes will use the ARC Core curriculum in the 2022-2023 school year. Additionally, every class will have access to the ARC Bookshelf which contains a plethora of culturally responsive books that are varied in text complexity by unit of study.</p>		<ul style="list-style-type: none"> <li>● LETRS 2 in Action</li> <li>● Reflex Math</li> </ul> <p>Date: June/July/August</p>
<p><b>Assessment Resources</b></p>	<p>Every teacher will be trained in how to use the IRLA assessment which aligns to the American Reading Company Core Curriculum. Additionally, Spanish teachers have been and will continue to be trained in how to administer and analyze the IRLA assessment for reading in Spanish.</p>	<ul style="list-style-type: none"> <li>● Assessments will be monitored for validity and accuracy throughout the school year by triangulating data points from one assessment to the other.</li> </ul>	<ul style="list-style-type: none"> <li>● IRLA</li> <li>● Aimsweb Plus</li> <li>● Heggerty</li> <li>● Foundations</li> <li>● End of Mission Math Exams</li> <li>● F&amp;P (Formative)</li> <li>● 1:1 Conferences</li> </ul> <p>Date: September-June</p>
<p><b>Increase Culturally Relevant &amp; Inclusive Curricular Materials</b></p>	<ul style="list-style-type: none"> <li>● School Library audits and replenishing/replacement of books with culturally responsive texts.</li> <li>● Enhancing classroom libraries with the ARC Bookshelf.</li> </ul>	<ul style="list-style-type: none"> <li>● Student and staff survey data from DTSDE Survey will inform us of whether or not students feel that they see themselves within the curricular materials.</li> <li>● The Self-Equity Assessment data from the staff will also inform our work</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for ARC classroom libraries in both languages</li> <li>● Funding to purchase titles that are culturally relevant and inclusive</li> </ul> <p>Date: July/August</p>

Commitment 2

		on inclusive and equitable practices within the curriculum.	
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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.

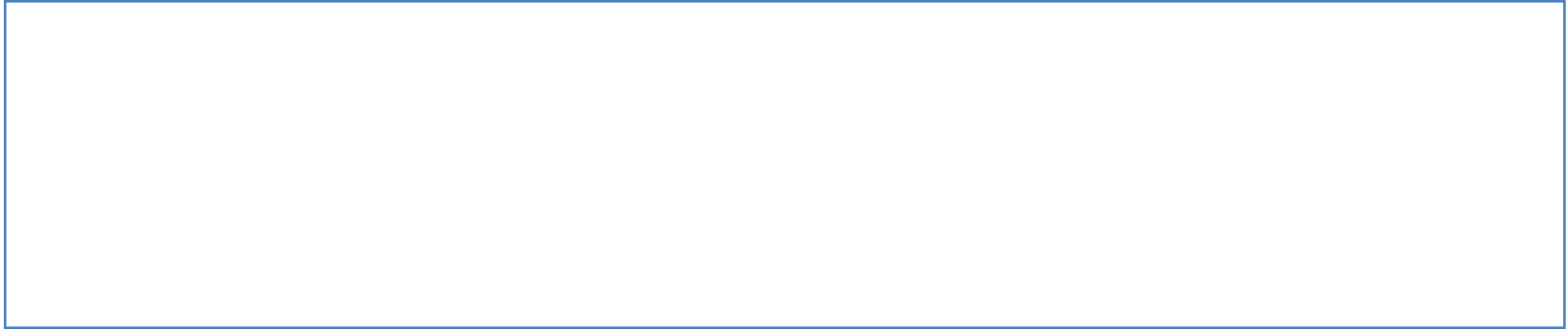
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>● I feel challenged at school.</li> <li>● I know what it takes to do well on tests.</li> <li>● I learn from class lessons.</li> <li>● My class lessons prepare me to do well on my school work.</li> </ul>	95% of all students who take the survey agree or strongly agree with each statement.
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● Students are learning what they need to be successful in the next grade.</li> <li>● My school has a rigorous curriculum.</li> <li>● The curriculum in my grade/subject area is relevant.</li> <li>● Thue curriculum in my grade/subject area is aligned with state standards.</li> </ul>	95% of all staff who take the survey agree or strongly agree with each statement.
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● I am satisfied with the instruction that my child receives in school.</li> <li>● I am satisfied with my child’s math instruction.</li> <li>● I am satisfied with my child’s reading and writing instruction.</li> <li>● My child is being prepared to do well in the next grade.</li> <li>● My child is interested in what he or she is learning in school.</li> </ul>	95% of all families who take the survey agree or strongly agree with each statement.

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 2



## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to offering our students increased intentional opportunities to practice and build social, emotional, and cognitive skills. (Aligned to the Peekskill Promise #1: Robust PreK-12 Aligned and Culturally Responsive Academics &amp; #2: Robust Literacy and Steam Opportunities.)</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>The Peekskill City School District's mission statement is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society. As was highlighted in the "How Learning Happens" documents, it is the combined focus on the social, emotional, and cognitive dimensions of learning that will increase our opportunities to fulfill our mission statement for all of our students at Oakside.</p> <p>The K-12 Insights Survey yielded the following results to the below questions:</p> <p>Students</p> <ul style="list-style-type: none"> <li>• My teacher talks to me about how I am doing in school. <b>76% of students agree or strongly agree.</b></li> <li>• My teacher knows my strengths and where I have a hard time. <b>73% of students agree or strongly agree.</b></li> <li>• Students receive the support they need in the classroom. <b>77% of students agreed or strongly agreed.</b></li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>• I collaborate with other teachers to ensure student success. <b>100% of teachers agreed or strongly agreed.</b></li> <li>• I regularly use data to identify my students' strengths and weaknesses. <b>93% of teachers agreed or strongly agreed.</b></li> <li>• I explain each assignment's expectations to my students. <b>98% of teachers agreed or strongly agreed.</b></li> </ul> <p>Parents</p>

### Commitment 3

- Teachers use creative methods to help my child learn. **87% of parents agreed or strongly agreed.**
- Teachers set high expectations for my child. **78% of parents agreed or strongly agreed.**
- My child receives support that addresses his or her individual needs. **61% of parents agreed or strongly agreed.**

It was clear in our equity survey that what children most remember from their school year were those moments of “atypical learning” such as class field trips, school concerts, schoolwide collaborations for Poetry Night and Earth Day. Our commitment is to bring these multi-dimensional experiences to the forefront of our teaching, while continuing to provide robust opportunities for the practice of skills learned in the classroom.

## 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><b>Enhancement of Pedagogical Practices</b></p>	<p>School Building Leadership will provide professional development in the area of evidence based pedagogical practices (listed to the right).</p> <p>School leadership will create an intentional focus around supporting the growth of student discourse to encourage the unsolicited contributions from children to congeritize conceptual understanding for themselves and for one another.</p> <p>School leadership will exercise an intentional focus on the professional development of how to develop a student centered culture of assessment and progress monitoring. Students will be supported in the active process of creating and understanding assessment criteria for engaging in the learning</p>	<ul style="list-style-type: none"> <li>● Observation data through the APPR process.</li> <li>● Instructional rounds - periodic and intentional feedback given in between observation cycles to ensure that teacher teams are on par with achieving grade level goals and addressing problems of practice.</li> <li>● Collecting and analyzing student data, both academic and behavioral.</li> </ul>	<p>Time and Funding for Professional Development in:</p> <ul style="list-style-type: none"> <li>● Danielson Framework (Done by Principal)</li> <li>● Explicit Direct Instruction (Done Through MTSS)</li> <li>● Workshop Model for Reading, Writing, and Math (Done by Principal/AP)</li> <li>● The Science of Reading (LETRS Training)</li> <li>● Vocabulary Instruction (Done by Principal/Beth Lawrence from InferCabulary)</li> </ul> <p>Date: September-June during faculty meetings.</p>



Commitment 3

	Ongoing Labsites and cross building intervisitation with a focus on best practices, peer feedback and next steps.		
<b>Enhancement of Lesson Planning</b>	<p>Teachers will be encouraged to have their lesson plans reflect the following:</p> <ul style="list-style-type: none"> <li>● Clear content and language objectives</li> <li>● The “why” of instruction and authentic life application for the student.</li> <li>● Mini-lesson format</li> <li>● Use of EDI when appropriate.</li> <li>● Accountable Talk</li> <li>● Guided Practice</li> <li>● extended guided practice</li> <li>● Independent Practice</li> <li>● Assessment</li> <li>● Closure</li> <li>● Hook for the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Student academic data will improve.</li> <li>● Students will be able to share with outside observers what they are learning, the relevance of the learning, and how they plan to show that they have learned it.</li> <li>● Observations through the APPR process.</li> </ul>	<ul style="list-style-type: none"> <li>● Time to observe teachers.</li> <li>● Time for the building leadership to review lesson plans weekly.</li> <li>● Time for pre-post meetings to reflect and collaborate with teachers on their practice and ways in which they can improve.</li> </ul> <p>Date: September-June</p>
<b>Enhancement of Student Discourse</b>	<p>Teachers will create varied opportunities for student discourse throughout the day focusing on the proper use of academic vocabulary. In order to accomplish this, the teachers will explicitly teach students how to use accountable talk. Lastly, teachers will use Infercavulary to explicitly teach students vocabulary terms they need to know and be able to use.</p>	<ul style="list-style-type: none"> <li>● Student academic data</li> <li>● Observation data</li> <li>● Language objective assessments</li> <li>● Word walls displayed in classroom</li> <li>● Vocabulary assessment on Aimsweb Plus.</li> </ul>	<ul style="list-style-type: none"> <li>● Time for lesson plan review and feedback</li> <li>● Time for classroom visits.</li> <li>● Time for pre/post observation meetings.</li> <li>● Time for Professional Development.</li> </ul> <p>Date: September-June</p>

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<p><b>Fostering Student Centered Learning Environments</b></p>	<p>Oakside will create various opportunities for student collaboration and leadership throughout the day. Below are some of the ways in which we plan to accomplish this:</p> <ul style="list-style-type: none"> <li>● Project Based Learning Lessons</li> <li>● Student Government</li> <li>● After School Program</li> <li>● Newcomers Club</li> <li>● Student Mentoring Program             <ul style="list-style-type: none"> <li>○ Honorary Owls</li> <li>○ Persuasive Letter on why the child should be chosen.</li> <li>○ They have to present.</li> <li>○ Formalize when they do.</li> <li>○ Formalize the framework.</li> <li>○ Stories for how to be an Owl                 <ul style="list-style-type: none"> <li>■ Opportunity</li> <li>■ Wise</li> <li>■ Loving</li> <li>■ Safe</li> </ul> </li> <li>○ Creating a book of experience.</li> <li>○ Mentors once a month- special letter for parents.</li> <li>○ 4 times a year- OWLS.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student academic data</li> <li>● Observation data</li> </ul>	<ul style="list-style-type: none"> <li>● Time for lesson plan review and feedback</li> <li>● Time for classroom visits.</li> <li>● Time for pre/post observation meetings.</li> <li>● Time for Professional Development.</li> </ul> <p>Date: September-June</p>
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Commitment 3

<b>Commitment to Character PBIS Program</b>	This is a monthly program that highlights the pillars of character and the students' overall SEL growth by utilizing age appropriate texts to foster metacognition and overall social emotional IQ.		

## 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.

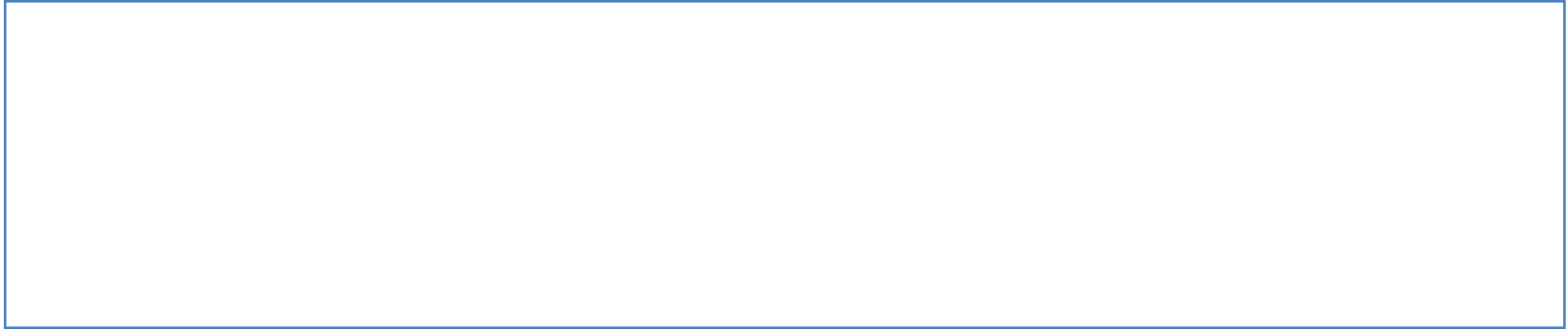
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	Students <ul style="list-style-type: none"> <li>● My teacher talks to me about how I am doing in school.</li> <li>● My teacher knows my strengths and where I have a hard time.</li> <li>● Students receive the support they need in the classroom.</li> </ul>	95% of all students who take the survey agree or strongly agree with each statement.
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● I collaborate with other teachers to ensure student success.</li> <li>● I regularly use data to identify my students’ strengths and weaknesses.</li> <li>● I explain each assignment’s expectations to my students.</li> </ul>	95% of all staff who take the survey agree or strongly agree with each statement.
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● Teachers use creative methods to help my child learn.</li> <li>● Teachers set high expectations for my child.</li> <li>● My child receives support that addresses his or her individual needs.</li> </ul>	95% of all families who take the survey agree or strongly agree with each statement.

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



## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	

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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Principal Leadership Development</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

## Evidence-Based Intervention

### 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

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

## 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>		

## 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.