



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Riverhead	Roanoke Ave Elementary School	K-4

Collaboratively Developed By:

**The Roanoke Avenue Elementary School SCEP Development Team
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And in partnership with the staff, students, and families Roanoke Avenue 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 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>We commit to deepening relationships among students, staff, and the community.</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>As a school community we pride ourselves in the belief that we are one big school family where all constituents feel welcomed at all times. Our PTO are true partners in creating several family-style events throughout the year that have become strong traditions. For more than a year, we have been isolated. We heard this many times in student and parent interviews. For half the year we delivered in-person learning through a hybrid model where our first student cohort came in Monday, Tuesday and the second cohort came in Thursday, Friday with Wednesday being a full remote day. During the second half of the year, we went full in; however, students in attendance had to remain 6ft. apart from their peers and were separated by desk shields in all school environments. Students missed out on all extracurricular activities, after school clubs, field trips, and the social interactions of being a child. All community and PTO events were cancelled. Students missed making new friends, strengthening existing friendships due to classes not mixing with other classes in their grade level and across grade levels.</p> <p>A driving value behind our school is the collective belief that learning is social and the quality of all school relationships shape that learning. Additionally, we believe that it is our shared responsibility to ensure students become good citizens and have the necessary skills to be successful and productive in their community. The adjustments that needed to be made in response to COVID-19 made student interactions and citizenship increasingly difficult. We seek to prioritize restoring connections both within our school and community.</p>

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>Extend opportunities for students to engage with one another.</p>	<p>Invite new Kindergarten students and parents to a “Popsicles on the Playground” event where parents and students can meet their peers and K teacher on the school playground. (late August)</p> <p>Create student “ice-breaker” opportunities for students, where students get to know and interact with students in other classes on their grade level and across grade levels. (September)</p> <p>Develop grade level to grade level “Reading Buddies” where each class partners with a class on a different grade level focusing on reading activities once a week. (September)</p>	<p>We will have bi-monthly student interview sessions with questions that align to the implementation of the new social events.</p> <p>We will conduct bi-monthly teacher surveys with questions that align to the implementation of the new social events.</p> <p>We will conduct bi-monthly parent surveys with questions that align to the implementation of the new social events.</p>	<p>Scheduling of events</p> <p>Scheduling and coordination of bi-monthly student interviews (subs needed to cover teachers interviewing students)</p> <p>Creation of teacher survey questions (to be done through Google Forms)</p> <p>Creation of Parent survey questions (to be delivered through student digital platform and PTO Facebook page)</p>

Commitment 1

<p>Targeted efforts to increase student participation in after school clubs</p>	<p>Offer after school clubs based on student interest.</p> <p>Offer a larger variety of after school clubs that include social, emotional, and physical education focused, as well as academic focused.</p>	<p>At least 80% of students will sign up for at least one after school club.</p> <p>95% attendance in all after school clubs through the first half of the year.</p> <p>By January, at least 90% of students will sign up for at least one after school club.</p>	<p>Bus transportation for after school clubs, materials for clubs, staffing stipend for teachers teaching after school clubs, staff to organize and lead clubs, snacks for students attending after school clubs</p>
<p>Create and extend opportunities for student leadership</p>	<p>Implement a Peer Leadership Team that represents the entire student body lead by the 4th grade(September)</p> <p>Peer Leadership Team will create and implement events connecting the school with the community (October)</p> <p>Peer Leadership Team will be and amplify student voice with teachers, administration, and within the community (ongoing)</p>	<p>By November, the Peer Leadership Team will identify and schedule at least one event per month (Nov-June) connecting the school with the greater community.</p>	<p>Staff to advise Peer Leadership Team, stipend for staff advisors, materials for events, time to plan and schedule events</p>

Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	The school offers after school activities for people like me.	90%
	I feel like my teacher knows me real well.	90%
	I can really be myself at this school.	90%
	Kids like me can really help the community be a better place.	85%
	Teachers at this school are interested in my ideas.	90%
	My school provides me the opportunity to connect with my peers.	90%
Staff Survey	The school makes sure all students can experience success.	80%
	This school values the work I do to support students beyond the curriculum	85%
Family Survey	My child feels connected to this school.	90%
	The staff at this school cares about my child.	95%

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.

Having 90% of students agree or strongly agree with the statement, "My school provides me opportunities to connect with my peers."

High participation in after school clubs (90% of students participating in after school clubs by January.)

Having 85% of students agree with the statement, "Kids like me can really help the community be a better place."

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to every child having intentional opportunities to evaluate and track their own learning.</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>Building student independence is a complex, multi-step event. The school has focused on several areas of building student independence through the Instructional Rounds process. Through the study of independent practice in Instructional Rounds the past three years, we discovered that students need additional guidance in using self-reflection and self-monitoring strategies. Consistency needs to be created for established routines toward independence, provided models and visual supports and ensuring resources are in students' hands needs to happen for students to self-monitor and track their learning.</p> <p>COVID-19 has interrupted progress towards this goal; however, student interviews indicated that students were proud of the progress they made throughout the school year. Additionally, student interviews indicated that during remote learning students felt they were more independent, but learned less.</p> <p>Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding.</p> <p>When completing the Equity Self-Reflection, the team found that our school was in the process of only integrating facilitating teaching and learning practices that enable individuals to grow as independent learners and that we needed to broaden our focus and ensure all students have access to all opportunities and strategies they can implement to evaluate and track their own learning,</p>

Commitment 2

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>Professional Development and PLC's</p>	<p>School leaders and the literacy coach will provide Professional Development in building times within lesson plans for all students to review and discuss the quality of their work. (September)</p> <p>Teachers, literacy coach, and school leaders will continue to implement PLC protocols to collaboratively provide opportunities and access for all students to successfully use tools and strategies that support students evaluating and tracking their own learning.</p>	<p>By January 2022, 90% of teachers will indicate in lesson plans times built in that allows all students to review and discuss the quality of their work.</p> <p>By June 2022, 95% of teachers will provide opportunities for students to evaluate and track their own learning as measured by walkthrough data.</p> <p>PLC Protocol notes</p>	<p>Schedule PLC's</p> <p>Sub coverage for PLC's</p> <p>Room to meet and conduct PLC's</p> <p>Walkthrough tool</p> <p>Creation of teacher survey questions (to be done through Google Forms)</p>
<p>Peer Observation Cycles</p>	<p>School leaders will provide opportunities for teachers to engage in peer observations and debrief with one another to discuss strategies and tools used that all students were able to access that supported them to evaluate and track their own learning. (October)</p>	<p>Feedback notes from Peer Observation cycles indicating successful tools and strategies teachers used that all students were able to access that supported students evaluating and tracking their own learning.</p> <p>Staff survey</p>	<p>Sub coverage for peer observation cycles</p> <p>Room to meet and debrief during Peer Observation cycles</p> <p>Creation of teacher survey questions (to be done through Google Forms)</p>

Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I have lots of chances to be part of class discussions or activities.	85%
	I am encouraged to set my own learning goals.	85%
Staff Survey	I have opportunities to learn from a range of colleagues during our POC.	90%
	I have the resources to link strategies and tools discussed in PLC's to my classroom instruction.	85%
	The feedback I receive connects to the school's priorities.	85%
Family Survey	The school provides me with resources to support my child(ren) with their school work.	80%

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.

By January 2022, 90% of teachers will indicate in lesson plans times built in that allows all students to review and discuss the quality of their work.

By June 2022, 95% of teachers will provide opportunities for students to evaluate and track their own learning as measured by walkthrough data.

Having 90% of teachers agree or strongly agree with the statement, "I have opportunities to learn from a range of colleagues."

Having 85% of teachers agree or strongly agree with the statement, "I have the resources to link strategies and tools discussed in Professional Development to my classroom instruction."

Evidence-Based Intervention

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.



State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	PLC's
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2 – PLC discussions and Professional Development focusing on students evaluating and tracking their own learning.

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:

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Thomas Payton	Principal
Laura Arcuri	Assistant Principal
Tammi Michaelson	Literacy Coach
Colleen Stalter	Math Specialist
Renee Snow	ENL teacher
Lenore Thomas	Speech teacher
Melissa Ries	Special Education teacher
Georgette Keller	Reading teacher
Victoria Muller	Reading teacher
Jennifer Barth	Kindergarten teacher
Jennie Jaeger	1 st grade teacher
Debra Spinelli	2 nd grade teacher
James Richardson	4 th grade teacher
Karma Marshall	Parent/PTO President
Tracy Haugland	Parent/PTO President

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>			x	x		
5/20/21		X				
5/25/21	X		X			
5/26/21			X	X	X	
6/10/21					X	
6/23/21						X

Learning As A Team

Directions

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

Student Interviews

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

We collected all the data in a Google Document from the different teams of teachers who met with students who were interviewed. As a team, we went through the responses of each question asked (5 questions) and looked for common responses and themes. This helped the team determine what students were feeling about their school experience over the past year. We connected those feelings to our building priorities and started to clarify and build those important priorities into our commitments.

Equity Self-Reflection

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

As a team, we went through each section and indicator of the Equity Self-Reflection having candid and honest conversations amongst ourselves. This allowed us to marry those conversations with what the students were telling us through the student interviews. We then looked at the indicators in the Equity Self-Reflection that we felt were emerging and/or integrating and how we can build more equity into those indicators that connected to our commitments.

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.