School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Riverhead CSD	Pulaski Street School	5-6

Collaboratively Developed By:
The **Pulaski Street School** SCEP Development Team Patrick K. Burke, Principal Callan G. Lonergan, Assistant Principal Michelle Baumann, 6th Grade Teacher Cyndi Haverty, 6th Grade Teacher Kelli McCabe, Special Education Teacher Marisa DeSerio, ENL Teacher Maria Garcia-Velasquez, Bilingual Social Worker Torre Hennessy, 5th Grade Teacher Amelia Estevez Creedon, School Media Specialist Lorraine Daly, School Psychologist

Heather Jablonsky, School Psychologist
Barbara Marsicano, Reading Teacher
Nicole Gigante, Parent Member
Wendy Levasque, Parent Member

And in partnership with the staff, students, and families of **Pulaski Street 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 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to deepening connections among students, staff and the community.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	**Rationale:** Based on surveyed feedback received from students, staff and families we determined the need for strengthening relationships between all stakeholders. One of our core values as a school has been to foster a positive, nurturing and safe school environment for all. This will ensure all students and adults will build trusting relationships as the foundation for being more engaged with learning.

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?
Culture projects	cross –content/curriculum, special area connections, diversity celebrations	walkthroughs, teacher/student feedback	collaborative planning time, clear communication with families
Parent Workshops	seeking feedback from parents on where they need support, via survey or dialogue at PTO Meeting	evaluation form	quarterly; offered in person if possible with livestream/recording available
Responsive Classroom Framework	Professional development on core principles of Responsive Classroom including student engagement, effective management, developmentally appropriate teaching, and positive climate	walkthroughs, teacher/student feedback	professional development, resource books

Commitment 1

Little Waves Program	an after school program that merges the buildings, supporting community and partnerships	enrollment numbers, feedback form	transportation, funding of materials and staffing needs

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	My teacher/s understand how I am feeling and encourage me.	80% agree or strongly agree
Staff Survey	As a school, we foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.	50% agree or strongly agree
Family Survey	The school fosters close relationships with students and families, including working with families to gather insights into our cultures, goals, and learning preferences.	80% agree or strongly agree

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 hope to increase our pool of family respondents. In increasing our number of participants we can better understand our growth as well as our need for improvement.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to strengthening our professional development opportunities to increase best practice.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Based on surveyed feedback from staff, and equity self reflection activity, there is a significant need for targeted professional development. This high leverage professional development will connect to the cultural identity of our students. For the past year our opportunities for professional development have been limited due to covid restrictions.

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?
Faculty meetings as collaborative and community building	Teachers in clusters with common preps for learning community and collaborative planning time	survey	master schedule with times indicated
Collaborative planning times	Teachers across disciplines will meet during collaborative planning times to review data, and plan differentiated lessons that reach all students.	iReady Data	master schedule with times indicated
Deconstructing implicit bias/equity training	faculty meetings and or conference day dedicated to these topics	equity survey results	professional development sessions

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey	Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.).	We would like to see a 20 percent growth in sustaining as per the equity self-reflection survey.
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By utilizing baseline data from the 2020-2021 Equity Self Reflection Survey, we aspire to see an increase in the sustaining category as evidence of our growth.

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:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	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	
Link to research study that supports this as an evidence-based intervention (the study must	

Evidence-Based Intervention

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
Patrick K. Burke	Building Principal
Callan G. Lonergan	Assistant Principal
Kelli McCabe	Special Education Teacher
Marisa DeSerio	ENL Teacher
Nicole Gigante	Parent Member
Cyndi Haverty	Classroom Teacher
Michelle Baumann	Classroom Teacher
Lorraine Daly	School Psychologist
Barbara Marsicano	AIS Reading Specialist
Torre Hennessy	Classroom Teacher
Amelia Estevez Creedon	Library Media Specialist
Maria Garcia-Velasquez	Social Worker
Heather Jablonsky	Social Worker
Wendy Levasque	Parent Member

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
5/19/21			X			
6/2/21	X					
6/7/21		X				X
6/9/21			X	X	X	
6/16/21			X	X	X	
6/23/21			X		X	
7/27/21			X	X	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

In reviewing the responses from our student interviews, the team recognized that our students are seeking connections with their teachers and with their peers. Additionally, there was a common theme that students need more support with social emotional support and academics. These cornerstones are the driving forces behind our decision to focus on fostering a positive nurturing school environment that supports all students.

Equity Self-Reflection

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

The results from our Equity Self-Reflection indicated a need for professional development training on implicit bias, data driven instruction, and responsive classroom framework. Additionally, the findings indicated that there is also a need for collaborative planning time. This evidence supported our decision to commit to strengthening our professional development practices.

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.