New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Niagara Falls City School District	Seventy-Ninth Street Elementary School	Pre-K thru 6

Collaboratively Developed By:
The Seventy- Ninth Street School SCEP Development Team Jasmine Haslett (Parent), Samantha Maishak (Special Education Teacher), Amy Milleville (School Counselor), Lynn Pasek (Primary Teacher), Ashley Rotella (Intermediate Teacher), Sheila Smith (School Principal) *And in partnership with the staff, students, and families of* **Seventy- Ninth Street Elementary School**

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

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

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

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

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP

- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

2

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to assure that every child feels safe, respected and a true sense of belonging, in our school environment that is welcoming and affirming.
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?*	• We believe as a school that our building should be a safe place where everyone (staff, students, parents/guardians) is respected, affirmed, valued, and viewed as partners for teaching and learning. Families possess their own assets, knowledge, and abilities and must be valued and included. • *The Equity Self-reflection for Identified Schools* indicated 79th Street Elementary School is at an emerging level regarding 'assuming collective responsibility to learn about student cultures and communities and to foster closer relationships with students and their families.' • *Family Engagement Survey indicated that 64.3% of parents feel connected to the school while 51.9% of families feel not enough training is provided to families in understanding student performance and test results.* • Student Voice survey indicates 59.4% of students feel teachers do not 'send notes home or call my family'; 69.7% of students and 71.4% of parents feel 'students treat each other with respect.'

3

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?
Strategy #1 – *Partner with outside community-based organizations (Northpointe Council, Mental Health Advocates of WNY, Trauma Institute at the University of Buffalo) to provide programs for students and families addressing trauma gender -identity, healthy behaviors/choices. Professional development for staff will be provided as well.*	Community -based human services agencies will partner with 79th Street School to provide: • School-base services for students such as case management; counseling; intervention services, etc. • Information/Referral services to parents/families • Professional development provider to schools for staff and families regarding topics such as social/emotional strategies and its connection to students' academics; Social/emotional intervention strategies; trauma; and gender identity, etc. • Serve as ad-hoc advisory members of building - level committees	• Provider surveys • Family/student surveys	• Provider contracts • Funding to pay providers' fees (unless in-kind). • Office space within school building • Telephone access for provider • Copying/mailing funds

4

Strategy #2 – *Develop a morning announcement broadcast club using a diverse group of students (various ages, ethnicities, academic levels, etc.) across grade levels, to enhance the sense of community in the building. Broadcast will include relevant news, and international and national current events.*	Creation of a morning broadcast to be aired in school for staff & students and on Microsoft's TEAMS Webinar for parents. The broadcasts will feature a diverse group of students covering various topics including current events on a daily basis.	• Student surveys • Parent surveys • Staff surveys	• Funding of Broadcast Club Advisor/Coordina tor position • Identification of space to conduct broadcast
Strategy #3 – *Develop a student-led Art/Bulletin board committee to have students generate and implement ideas for a monthly- themed bulletin board. (Art/Bulletin Board will be located in school's main foyer, a high-traffic area.)*	Bulletin boards will be created and designed by students to capture the essence of 79th Street School's building climate, culture, and values. It will be used to: • Share information about important/ relevant topics from students • Display student work/sharing of student learning • Communicate information regarding school events Bulletin boards will be featured/posted on all school's social media platforms.	• Student surveys • Visitor surveys • Staff surveys • In-school interactive rating of bulletin board(s) will be conducted with emoji stickers indicating thumbs up/thumb down and commentary board. • Out-of-school interactive rating of bulletin board(s) will be conducted with emoji stickers indicating thumbs up/thumb down on-line via school's social media outlets.	• Funds for art and / graphic supplies • Funds for Art/Bulletin Board committee advisor

Commented [A1]:

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	AO57. I do not worry about being safe in my school. (Previous year) 76.5 %	80% for all.
	S24. I am safe in my school (Previous year) 88%	90% for all.
	DV74. At this school, we talk about the importance of understanding and accepting one another. (Previous school year) 83.7%	86% for all.
	DV76. Students are not 'picked on' about their sexuality. (Previous school year) 70.8%	75% for all.
Staff Survey	S80. Our school has sufficient clubs, activities, and events to help students become engaged and connected to school. (Previous year) 90.5%	95% for all.
	F83. Our quality/frequency of communication with families is sufficient. (Previous year) 95.0%	97% for all.

	F91. Our school partners with community agencies to bring services and/or enrichment to our students. (Previous year) 65.0%	70% for all.
Family Survey	S36. Our school has clubs, activities, and events to help students engage and connect to school. (Previous year) 96.6%	100% for all.
	S38.Our school provides a safe environment for staff and students. (Previous year) 89.3%	92% for all.
	T28. I receive notes/calls and/or other feedback from my child (ren)'s teachers. (Previous year) 79.3%	83% for all.
	F43. Teachers contact me, not just in times of concern. (Previous year) 72.4%	80% for all.
	F50. As a parent/family member, I feel connected to our school. (Previous year) 64.3%	68% for all.

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.
• 50% or more of 79th Street School's student body will be participating in a school club or related activity (Data will be collected from student sign-in sheets)   • 70% or more of 79th Street School's parents will be more connected to the school. (Data will be collected from TEAMS usage, Class Dojo data, and other social medium platforms)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to supporting how young people learn by creating learning communities which will consist of student-driven/led activities and student-centered instruction to assure that every child is engaged in meaningful learning that connects for all students.
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?*	• We believe as a school in order to engage students, instruction must be student-centered and when appropriate student- driven. We also believe that learning should be relevant (connect) to students' experiences and thinking, while providing students with opportunities to build deep understanding. • Student interviews and surveys shared common themes regarding the need for rigor and cooperative group work across content areas especially in math. *The Student Voice Elementary survey* indicated 55% of students felt there was not enough group work and student interviews indicated there was not enough rigor. • *The Equity Self-reflection for Identified Schools* indicated the need for more integration to "incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered …and to include students as co-designers of curriculums." One of the questions posed to students during student interviews was **'If you could change instruction or the way teachers teach, if you were the teacher, what would you change so students can learn better?** Majority of students responses summarized it as: "Make everything a fun format so I would understand it more…. Have to make it fun for it to be understood."

8

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?
Strategy #1 **Create the infrastructure for the formalization of meaningful student-led group work for K-6 classrooms so students may work cooperatively to explore new ideas and innovative strategies.**	District coaches will provide professional development for teachers and teaching assistants on meaningful group work to yield productive, meaningful student learning. Coaches will follow-up with professional development via classroom visitations to model what 'meaningful group work' looks like. (Example of sources): https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-c **https://files.eric.ed.gov/fulltext/EJ1152959.pdf**	• Principal walk throughs 2X/month • Student interviews 2x/month • Teacher surveys/meetings 1X/month	• Schedule district instructional coaches to provide training (to be conducted within first six weeks of school) • Create schedule(s) for subs
Strategy #2 ***Utilize interactive centers 1x -2x per week to promote student engagement and cooperative learning.***	*Centers will enable students to interact in a relaxed setting and empower students to navigate the learning environment on their own while in diverse groups. Different centers and activities will be designed to accommodate different learning styles, and allow students to self-direct as they apply skills and strategies in fun, engaging ways.*	• Principal walk throughs 3X/week • Student interview 1x/day • Teacher plan books/ meetings 1X/month	• Creation of protocol for classroom centers • Recruit parent volunteer, and/or college students to assist with centers for primary grades • Purchase manipulatives • Designate classroom space
Strategy #3	Each classroom will construct a system for students to conduct specific jobs to allow	• Teachers will monitor students' performance on a weekly basis.	• Creation of job/tasks with optional job descriptions.

9

Evidence-Based Intervention

As citizens of their 'workspace' Pre-K thru 6 students will gain skills and a sense of community via classroom jobs. Students will choose specific classroom responsibilities. These may include students taking attendance and other helpful classroom tasks.	students a sense of ownership in the classroom. Students will also be given building-level jobs. 1. Teachers will create a minimum of five (5) classroom jobs to be rotated every quarter. 2. Teacher will explain and model job and its related tasks. 3. Students will conduct 'turn-key' training for peers prior to the end of every quarter. 4. Teachers and staff will celebrate students tenure after completion of job rotation.	• Teacher will provide a 5 week 'performance' report to students. • Students will create and complete a self-evaluation of their job performance which will include recommendation.	• Training of students on how to create a 'job performance self-evaluation.'

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	T11. We work with partners, or groups in my class. (Previous year) 55.7% L4 Our school is positive and fun. (Previous year) 76.7% T.15 My teachers tell us to ask questions. (Previous year) 78.4%	60% for all. 80% for all. 80% for all.
Staff Survey	T55. Our school is student-centered. (Previous year) 95.0% T50. We challenge students. (Previous year) 95.0%	100% for all. 98% for all.
Family Survey	C11. Our school has a strong curriculum that meets the needs of my child(ren). (Previous year) 75.9% T21 Teachers make classes interesting and engaging. (Previous year) 82.1%	80% for all. 85% for all.

11

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.
• Teacher meetings • Principal observations and walk throughs • Student/parent/staff survey data and responses.

COMMITMENT 3

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to fostering rigorous instruction by developing structures which support high learning expectations to strengthen students' learning capacity.

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?*
	• We believe as a school in order to create rigor, we must create positive/challenging classroom cultures to support student learning. Cultural expectations will be:
	  ✓ Each student is expected to learn
	  ✓ Each student is supported so he or she can learn
	  ✓ Each student will be provided multiple ways to demonstrate learning at higher levels
	
	• *The Equity Self-Reflection for Identified Schools* rated our school at the 'integrating' level for high expectations and rigorous instruction. However, our school's goal is to move beyond and move toward 'sustaining' and increasing teaching and learning practices to enable students to grow as independent learners, critical thinkers, and possess the ability to apply and make meaning of new concepts in multiple ways.
	
	• Seventy-Ninth Street School's student interviews and the 2021 Student Voice Elementary Survey shared common themes regarding the need for rigor across content areas, especially in math. Notably, student interviews indicated there was not enough rigor.
	
	• Only 65% of students believe they have good habits for acquiring knowledge according to t*he Student Voice Elementary survey.*

12

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?
Strategy #1 **Implementation of workshop model across all content areas.**	The four cores 'ELA, math, social studies, and science' instructional format will include an opening/introduction with learning target; student work period (work time, centers, collaborative groups, and/or conferencing); and closing/sharing. **Why?** To support student- centered instruction, student driven learning, and student engagement.	• Principal walk throughs 3X/week • Student oral interviews 1x/day • Student written interviews 2X/mos. • Teacher surveys/meetings 1X/month	• Schedule for walkthroughs • Schedule for teacher meetings • Sub release schedule • Creation of student survey
Strategy #2 **Implementation of 'First 15 Days' as part of ELA instruction.**	The 'First 15 Days' purpose is for teachers to indoctrinate K-5 students into the rituals, routines, and instructional strategies of ELA instruction to ensure that procedures/routines are consistent across grade levels.	• Principal walk throughs 3X/week • Student oral interviews 1x/day • Teacher meetings 1X/month	• Schedule for walkthroughs • Schedule for teacher meetings • Sub release schedule
Strategy # 3 **Looping**	Special education students in Grades 4-6 will loop with special education teacher. The intent is to limit student anxiety, provide students with consistency, increase student/teacher relationship, and maintain continual of academic learning.	• Principal walk throughs 3X/week • Student oral interviews 1x/day • Teacher interviews/discussions	• None
Strategy #4 **Block Timing for the purpose of vertical group collaborations to increase rigor and**	Students K-6 (above grade level) will be given accelerated/enrichment opportunities to participate in the next grade level's social studies and/or science class 2X/week. Both core subjects will have a grade span block schedule allowing teachers to team teach subject(s) at the same time. Block timing will allow students to participate in project-based learning projects and/or inquiry learning activities. Selection of students will occur during 1st quarter of year;	• Principal walk throughs 2X/week • Student oral interviews 2x/month • Teacher plan books/ meetings 1X/month • 5 week progress report	• Block scheduling

student engagement.	implementation will begin the second quarter of the year. Block timing will occur during latter part of day and may extend thru after-school club(s) programming.		
Strategy #5 *Continuation of 'Foundational Five' professional development for teachers grades K-6, including such topics as student engagement, checking for understanding, questioning strategies, differentiation, etc.*	PLC consultants and district instructional coaches will provide school staff with training on the topics of student engagement; checking for understanding; differentiation; questioning strategies, learning targets, etc. in order to support student learning. Training will be held a minimum of 1X/month.	• Principal walk throughs 3X/week • Student oral interviews 1x/day • Teacher plan books/1X quarter • Teacher meetings/ bi-monthly • Teacher Professional Development Feedback surveys	• Contractual agreement with provider of service • Monthly professional development schedule • Teacher/sub release time

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	C6. We work hard in my classroom. (Last year) 90.6%	95% for all.
	T18. We use student learning targets/goals ("I can…") in our classes. (Last year) 75.7%	78% for all.
	T12. My teachers ask questions that make me think. (Last year) 89.1%	91% for all.
	T15. My teachers tell us to ask questions. (Last year) 78.4%	81% for all.
Staff Survey	L14. Our school leaders encourage professional development and application of the content. (Last year) 90.5%	93% for all.
	T44. Classes in this school can be characterized as "students involved in higher-level thinking." (Last year) 95%	97% for all.
	T49. Teachers understand and consistently apply differentiation strategies so that both "reteach and rigor "are present. (Last year) 95%	97% for all.
	T50. We challenge students. (Last year) 95%	97% for all.

Evidence-Based Intervention

Family Survey	C11. Our school has a strong curriculum that meets the needs of my child(ren) (Last year) 75.9%	78% for all.
	C17. I discuss what my child(ren) is learning (curriculum) with teachers. (Last year) 64.3%	67% for all.
	T24. My child(ren) talks about the students learning targets/goals ("I can…") given to them by their teacher. (Last year) 75%	78% for all.

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.
#1 Qualitative Evidence
- Teacher meetings
- Principal observations and walk throughs
- Student/parent/ and staff survey data and responses.

#2 Quantitative Evidence
NWEA PROJECTED PROFIENCY REPORT WILL SHOW A DECREASE IN LEVEL 1 SCORES:

GRADE	NWEA SPRING 2021 NYS LEVEL 1 (ACTUAL)	NWEA SPRING 2022 NYS LEVEL 1 (PROJECTED)
3	67.4%	62%
4	61.4%	57%
5	56.9%	52%
6	34.2%	30%

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	Coaching (Instructional Coaches)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	**Commitment # 2** We commit to supporting how young people learn by creating learning communities which will consist of student-driven/led activities and student-centered instruction to assure that every child is engaged in meaningful learning that connects for all students. **Commitment #3** We commit to fostering rigorous instruction by developing structures which support high learning expectations to strengthen students' learning capacity.

17

Evidence-Based Intervention

☐ Clearinghouse-Identified   NOT APPLICABLE

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 NOT APPLICABLE

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
Sheila Smith	School Principal
Amy Milleville	School Counselor, Social-Emotional Learning School Representative
Samantha Maishak	Special Education Department Chairman, Teacher
Lynn Pasek	Primary Teacher, Professional Development Presenter, After-School Program(s) Coordinator
Ashley Rotella	Intermediate Teacher of Math & Social Studies Teacher
Jasmine Haslett	Parent

19

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
6/8/21		*X*	*X*	*X*		
6/10/21	X					
6/13/21			X			
6/16/21				X		
6/21/21	X					
6/29/21				X	X (draft)	
7/6/21					X (draft)	
7/9/21						x
7/13 -7/16/21					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

 Interviewing the students allowed us to get information from their point of view. It gave us an insight on how the students feel about learning and the environment at Seventy-Ninth Street. Interviewing students from multiple grade level gave us data to represent the entire school. The results are what guided our plan to improve Seventy-Ninth Street School.

Grade level break down of interviews
Grade K   4
Grade 1   11
Grade 2   16
Grade 3   9
Grade 4   13
Grade 5   13
Grade 6   7
77 students (4 students grades unidentified)
29 students interviewed identified themselves as non-white (37.7%)
48 students interviewed identified themselves as white (62.3%)

The questions posed to students included:
- What are your worries for next year? in-school? outside of school?
- What are things we could do to help students feel better about being at school?
- What are some things you think are important for all teachers to know about what it is like to be a student here at 79th Street School?
- What are some of the things you don't like about school? teachers? learning?
- If you could change   instruction or the way teachers teach, if you were the teacher, what would you change so students can learn better? Why?

As a SCEP Team, we learned common themes/threads existed from the student interviews. Students at Seventy-Ninth Street School would like more rigor and challenging instruction. Also, group and independent work is important to students. Students seemed to like the idea to be able to

learn independently with some support. Virtual learning gave students confidence in being self-learners. Students find math challenging and are looking for additional time and assistance with math at all grade levels. Also, students are concerned about acceptance notably gender identity.

Equity Self-Reflection

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

Individually, we read the Equity Self-Reflection and came together as a team to discuss and evaluate our school. Within this discussion and findings, we were able to take a closer look at our school and identify needs of improvement. The Equity Self-Reflection showed our strength as a school which has consistently demonstrated a welcoming and affirming environment, yet emerging in the areas of high expectations and rigorous instruction. In addition, although we have developed professional learning communities, emphasis has not been on cultural responsiveness, diversity, equity, and inclusion.

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.