School Comprehensive Education Plan-Final

2022-23

District	School Name	Grades Served
South Huntington UFSD	Countrywood Primary Center	K-2

Collaboratively Developed By:

The Countrywood SCEP Development Team:
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And in partnership with the staff, students, and families of Countrywood

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 2022-23 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 2022-23?	We commit to developing a cohesive, relevant curriculum that helps students feel secure and successful.
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 our students need strong curricular experiences to prepare them for success in intermediate school. We also would like to continue to make sure these experiences and related materials connect to the cultural identities of our students and to our students' strong need for connection to each other and staff. Students shared in interviews that they really valued friendships, time spent outside, moving, working on projects, and making things. In completing the Equity Self Reflection, the team noted that we have continued the process of incorporating texts and content that connect to student identities in meaningful ways. The team also noted that several components of the Say My Name Program, a program that allows staff to learn and properly pronounce all names, had been implemented in all classrooms. In reviewing the survey, the team was very happy to see **97% of** parents report that their "school encourages me to be an active partner in my child's education; the percentage was high for both English and Spanish speaking parents. While most parents (73%) felt they knew about positive things their child had done in school, the team was surprised to see that 27% of parents still felt they did not know. We were pleased to see that the percentage when up to 80% for Spanish speaking parents. We increased the percentage of students at or above grade level on the Spring I-Ready assessments, and we need to continue to increase the rate of student growth.

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?
Structured grade level collaboration that emphasizes common strategies and appropriate materials	Teachers will continue to align curriculum during grade-level meetings. All teachers will work toward using common strategies and vocabulary to teach Math and ELA. Specific techniques and recommendations from the math, ELA, and ELL PLCs will be incorporated.	Common strategies are used across classrooms, especially when teaching specific math and reading skills. This will be apparent during classroom visits from administrators. Professional development and additional materials may be needed.	Schedule – grade-level meetings will have to be scheduled Time – making sure the instructional coaches and teachers have ample time to meet and collaborate.
Increase culturally relevant curricular materials; extend to school library	Teachers will continue to utilize checklists provided by ELL plc to continue the process of diversifying classroom libraries and will consider methods in the process. We will purchase material in areas identified as in need of strengthening.

This work is ongoing, small teams may move ahead in continuing to look at specific curriculum material.

I team will be identified to begin this process in the school library as well. | Teachers gain perspective early in the school year on the books they read, and how, what, and whom they read shapes their perspectives and their teaching.

Students are given the opportunity to participate in a review of existing materials and the selection of new materials. | Schedule: grade level meetings – additional sub coverage needed.

Purchasing new books.

PLCs will create a common language document to be used across grade levels and across homerooms on each grade level. |

Commitment 1

		Materials will be used in the spring.	Purchasing curricular materials to supplement existing curriculum; classrooms and school library Professional development may be needed as we plan and progress in this task.
Implement additional steps in the "Say My Name Program" throughout the school.	Parents have shared the importance of properly pronouncing student names. The whole school adopted the Say My Name program this year. Next year, we will introduce additional extensions and activities. In addition, the committee will incorporate student choice regarding how they will be greeted each day.	The staff will continue to receive Professional development in understanding and implementing the program. At the end of the year, the students, staff and parents will be surveyed about their feelings about the program.	Time: Staff will need to learn the program and will need time to work through the lessons with the students. Parents will be invited to learn the program too, so they can provide feedback during the year.
New Math and ELA teacher-developed videos will be available to parents in English and Spanish ensuring that all teachers and parents are using common strategies and vocabulary to help their children with Math and ELA.	Teacher committees develop these videos they were approved by the curriculum council and will be posted this summer. Parents have shared the importance of coming to a common understanding of math and reading concepts so that they can help their students with homework, studying etc. These videos will be a start.	Parents shared their preference to have in person and virtual monthly information sessions for math and ELA.	Time: Once posted, parents will need time to view videos. Teacher teams will develop in person program; parents and teachers will need time to attend.

			Parent workshops will be provide monthly or bi monthly with a different theme that focuses on our goals and incorporates survey feedback.

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	NA – we don't survey students k-2. However, in the student interviews, we will discuss how students feel about the activities and materials.	
Staff Survey	This school provides instructional materials that reflect students' cultural background, ethnicity, and identity. We want to increase this percentage from 83 to 90%	90%
Family Survey	This school provides instructional materials that reflect students' cultural background, ethnicity, and identity. We want to increase the percentage of Spanish speaking parents who agree with this statement from 80% to 90%. When my child does something good at school, I usually hear about it. We want to increase this percentage from 73% to 90%	90% 90%

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. Continue to increase the diversity of our classroom libraries, and begin to diversify our school libraries.
2. Increase the percentage of students who are at or above grade level on the IReady measure

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	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?*	This year, our students, families and staff returned to some normalcy, but did not have a full school experience we all want and expect. Early in the year, to ensure safety, students and staff were masked, distance was maintained, and learning activities were severely curtailed. Later in the year, students were able to resume the physical activity and social interactions that are critical to learning and emotional development. In the survey, we were surprised to learn that 8% of our parents felt that bullying was a problem in our school. Although we are pleased that 92% of parents do not think bullying is a problem, we want all families to feel safe from bullying. We were also surprised to find that 12% of our parents feel that the school does not provide enough healthy food choices. In discussion with parents and staff, we determined that this may be related to food choices that are not reflective of foods children are comfortable with at home. We have committed to ongoing communication in this area. We believe we have a shared responsibility for providing children with the experiences necessary to develop and become citizens in our community. We want to continue to prioritize connections both within our school and within our community through shared experiences.

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?
Increased emphasis on cooperative learning, group work, and hands-on work	Students have resumed hands-on group work *including multi-sensory* work will be re-incorporated in classrooms, discussed in department team meetings, and supported through training (Amplify, math projects, social studies group projects). Teachers will meet regularly to discuss curriculum and opportunities for cooperative learning.	Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer discussion and problem solving are built into lessons.	Schedule must allow for common planning time dedicated to this topic.
Group problem solving across all academic areas will be prioritized. Student ideas will be incorporated as well.	Our Professional Learning communities will focus more of their work on helping to build common lessons that allow for forging connections between students, families and the larger community. We will be combining PLCs, which will include science and social studies as well.	Activities will be launched throughout the year and will continue to be publicized in parent newsletters and on the district website.	The schedule must allow for these activities and time must be allocated to plan. Professional development may be needed.
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Targeted efforts to increase participation	Offer additional after-school activities for students and shared parent- student	Success will be measured through parent surveys,	Time to plan; Cost for material. Collaboration

in after-school activities and learning experiences. Students will have a say in the activities that are developed	activities, based on student interests and needs.	discussion with students, and ultimately, with student social and academic progress	with parents and high school students to enlist participation of older students to help with younger students e.g., babysitting.
Efforts to enlist parent feedback regarding family traditions, backgrounds and cultural experiences will continue to be actively solicited.	We have noticed that parents and staff are not returning surveys at the same rate. We will focus on using more small group discussions will take place to ensure parent feedback is used to help create connections between home and school and the wider community.	These activities will be launched throughout the year and publicized in parent newsletters and on the school website.	The schedule must allow for these activities to take place when it can work for parents.

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	NA, we don't survey students k-2. However, in our student interviews we will ask how and in what ways students feel connected to school.	We want all students to feel connected to school and the community.
Staff Survey	The percentage of staff who feel satisfied with the recognition they receive for doing a good job should increase from 72% to 90%	90% of staff should feel they receive recognition
Family Survey	92% of parents feel that bullying is not a problem, but 8% do. The percentage of parents who feel that bullying is a problem at school should decrease.	100% of parents should feel bullying is not a problem.

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.
Group problem solving work will ultimately build skills that will impact student scores. As these activities continue and increase, we expect to see increases in I-Ready growth and percent of students scoring at grade level.   Group shared activities will have an important place in the life of our school and in the success of our students, ultimately preparing them to succeed in grade three when they transition to a new school.

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	We will combine the work of several Professional Learning communities to focus more of their work on helping to build common lessons that allow for forging connections between students, families and the larger community. These committees will continue the work of building classroom libraries and curricular materials that reflect students and communities. They will add the diversification and modernization of school library choices to their goals.

	The Say-MY Name PLC will continue in a different form as the project is expanded through the full school community. In addition, professional development may be needed and will be provided to support these initiatives.

☐ 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
The Countrywood SCEP Development Team:	
Levy, Mitchell	Principal
Poprilo, April	Assistant Superintendent
Cynthia Quinlan	Asst. Supervisor, Special Education
Cecilia Blanco	Coordinator, Bilingual Education and ENL
Matthew Krivoshey	Supervisor of Special Education
Patricia Wilkinson	Teacher, Curriculum Coach
Heather Powers	Special Education Teacher
Joanna Gray	Special Education Teacher
Jessica Farmer	Special Education Teacher
John Murphy	Assistant Superintendent for Curriculum, Instruction and Technology
Gayle Steele	Assistant to the Superintendent for Elementary Education, K-5
Melanie Alexopoulos	Parent
Mara Nader	Parent
Shannon Saraga	Parent
Andrea Lopez	Teacher, k-2 Math Specialist
Mari Hahn	Lead Reviewer – District Office
Liz Weis	Teacher, ELA Instructional Coach

Our Team's Process

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
June 3, 2022 Subgroup-principal and teachers	X		X			
June 8, 2022		X		X		
June 13, 2022	X	X		X		
June 16, 2022			X	X		
Small group discussions in between meetings			X	X	X	
June 22, 2022			X	X	X	

Our Team's Process

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

Students shared in interviews that they especially valued experiences when they interacted with their classmates and teachers, especially moving on the playground. They valued friendships, time spent outside, moving, working on projects, and making things.

This information is critical to our plan.

Equity Self-Reflection

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

In completing the Equity Self Reflection, the team noted that we have made progress in incorporating texts and content that connect to student identities in meaningful ways, and that we need to expand this process going forward, particularly with our school library.
The team also noted that two activities from the Say My Name Program, a program that allows staff to learn and properly pronounce all names, have been implemented across the school.

The team felt they could celebrate the very real accomplishments that have happened already in this area, while committing to continue the process of moving forward.

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, 2022.

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 2022-23 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 2022-23 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 2022-23 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.