



Hempstead School District	Joseph A. McNeil	1-6

And in partnership with the staff, scholars, and families of Joseph A. McNeil.

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

- < [: Interviewing Scholars](#)
- <

- < [: Cohesive, Relevant Curriculum](#)
- < [: Deepening Connections](#)
- < [Graduation Through Relationships](#)
- < [Graduation and Success Beyond HS](#)

COMMITMENT 1

Our Commitment

We are committed to supporting students in grade 3-5 to demonstrate a 10-percentage point increase from 43% to 53% in ELA and Math proficiency as measured by the New York State ELA and Math assessments administered in Spring 2024 by ensuring scholars take advantage of high yield learning strategies.

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Commitment 1

Commitment 1

		that scholars are participating in practices that support proficiency in learning in Math and ELA	
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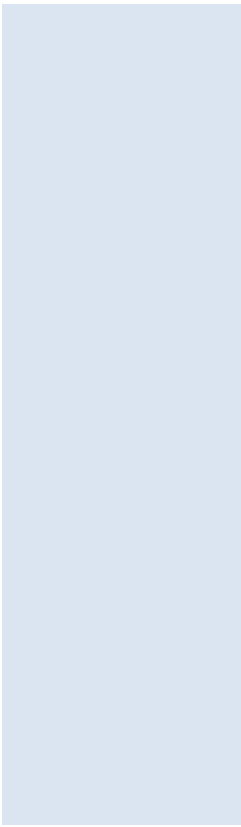
We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

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	IReady progress monitoring, Classroom Formative Assessment, Measurable Assessment survey, and Classroom observations and Learning Walk tools	Individual Student Growth and Building wide 5% increase in proficiency levels from 43% to 48%. We hope to see an increase in use of high yield strategies that support student proficiency in math and ELA.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

		<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>	
	IReady progress monitoring, Renaissance, Classroom Formative assessment, Report cards, and Lexia	When we review the data, we hope to see growth in the various monitoring tools and a 10 % increase in the Math and ELA assessments.	

Commitment 1



Commitment 1

	<p>Teaching, developing high expectations, providing clear expectations and learning effective feedback and Consistent “ low-stakes” assessments.</p> <p>Inquiry-based learning opportunities that incorporate scholars' voice, choice and agency, critical thinking, and collaborative problem solving to demonstrate and reflect on their learning. Scholars give each other feedback and improve their own work.</p> <p>Reflective teaching allows scholars to teach their class something they learned.</p>	<p>Professional development, and SAVVAS reading program, FRECKLES, Toddle, and PNW BOCES ELA, Lexia Core</p>
	<p>Using data to inform instruction and plan lessons to meet the differentiated needs of the learners. Reviewing data to make instructional decisions to increase student understanding and ELA and Math proficiency. When we review the data, we hope to see the data team meet regularly to make instructional adjustments based on valid and reliable data along with goal setting and reflection. We expect to see the leadership team providing guidance for data teams to ensure representing and summarizing the data in an insightful and clear manner, so the data is interpreted, conclusion drawn about student performance, improvement measures taken, and monitor the measures that were implemented and evaluated in order to determine whether the measures are having the desired effect on student performance.</p>	<p>Data meetings held during grade level,</p>

Commitment 1

	<p>This specialist will work with our special education teachers and general education teachers to enhance specialized design instruction in the classroom. Specialized design instruction provides differentiated instruction and scaffolds to meet the needs of all learners. Meeting the needs of all learners will increase the Math and ELA proficiency on the State assessments.</p>	<p>Regional Partnership Center CCI at Long Island University</p>
	<p>The entire school community will understand and utilize the 7 Habits to develop leadership within members of the school community. This ensures members of the leadership school community will ensure that for ELA and Math, the scholars take ownership and advantage of high yield learning strategies.</p>	<p>Professional learning on the 7 habits. The leader in Me website includes videos, graphic organizers, and documents that support implementation of the 7 habits.</p>
	<p>Scholars will contrib(a)-20(n48.55 466.2 Tm0 c</p>	

Commitment 1

		Culturally Responsive Sustaining Education
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COMMITMENT 2

Our Commitment

We are committed to promoting social emotional wellness and restorative justice practices.

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Commitment 2

	<ol style="list-style-type: none"> 1. Can I present evidence of my academic strengths, challenges, and growth academically? 2. My teachers believe I can succeed 3. My teachers motivate me to work hard and improve. 	<p>80% or more</p> <p>80% or more</p> <p>80% or more which indicates student positive social emotional attributes and responsible decision making.</p>	
	<ol style="list-style-type: none"> 1. I have the resources, strategies, content, and materials to help guide my scholars to be independent lifelong learners. 2. Our school leaders promote continuous improvement/growth mindset for all. 	<p>80% or more</p> <p>80% or more which indicates student positive social emotional attributes and responsible decision making.</p>	

Commitment 2

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

		<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>	
	Student Reflections	Qualitative data- scholars identifying strengths which indicate student positive social emotional attributes and responsible decision making.	
	Check-in and Check-out	Qualitative data, Adults acknowledging student's work and promoting growth mindsets	
	Social Emotional Learning and Culturally Responsive Education	<p>Alternatives to Suspension, Developing Relationships, and Responses to Early Warning Indicators.</p> <p>Learners will be goal oriented and the culture of the building will be success for all.</p> <p>Scholars' behaviors and practices result in scholars talking to someone about how they are feeling during check in and reflecting in journal.</p> <p>Scholars following the plans, they made to reach their goals. Student setting goals. Student planning to reach Their goals.</p>	

Key Strategies and Resources

What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

IB program supports principled ipro(S)21(c)-13

Commitment 2

	<p>justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them for Weekly PLCs. Monthly IB Profile Recognition assemblies. We celebrate our scholars which enhances their self-esteem, character development, decision-making skills, end of the year Exhibition and Scholar led conferences. This support will promote student positive social emotional attributes and responsible decision making.</p>	<p>each scholar. IB Learner Profile traits.</p>
	<p>is an evidence-based, comprehensive model that builds leadership and life skills in scholars, creates a high-trust school culture, and lays the foundation for sustained academic achievement. Build a partnership with staff, community and families which allows our scholars to make good choices. Collaborative planning and reflection for the school community boosts leadership development with proven teaching methods, classroom techniques, and social emotional learning systems. This program student positive social emotional attributes and responsible decision making.</p>	
	<p>Being polite. Having mentors to model for scholars. Staff speaking/addressing scholars in a calm tone. Daily positive affirmations. Modeling positive behavior encourages scholars to be good citizens and positive role models. Modeling promotes positive social emotional attributes and responsible decision making.</p>	
	<p>Meditation techniques, Yoga, Calming Room. SEL Mindful activities reduce stress, increase focus, reduce anxiety and improve mental concentration and improve mental clarity.</p>	

Commitment 2

s	Setting goals and planning, organization, time management, maintaining focus despite interruptions, flexibility, stress tolerance to ensure scholars wellness	Social worker The Leader in Me
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COMMITMENT 3

Our Commitment

	<p>We are committed to effective, informative, and engaging connections with families, community, and school partnerships.</p>
<ul style="list-style-type: none"><<<	<ul style="list-style-type: none">< As a school we envision more enhanced, involved, and consistent communication and support of the academic experience of the scholars by developing an inclusive school environment with families and parents.< This commitment relates to what we heard when listening to others and as seen in the parent and community survey. Parents and community members voiced that Joseph A. McNeil does not respond to phone calls, emails, and messages in a timely manner and does not do a good job of communicating with families.< This commitment connects to what we observed through our analysis of the parent and community survey because parents' and community perspective and expectations of Joseph A. McNeil school is that the school should be timelier and more consistent with the parents and community member in all aspects of the schools' communications.

Commitment 3

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

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Commitment 3

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

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	Questions from MRA surveys. Attendance by parents, community school events, PTO activities.	We hope to see when we review the data at least 40% improvement of parent and community participation. This will ensure stronger connections with families, communities, and school partnerships.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:



Commitment 3

COMMITMENT 4

Our Commitment

	Not Applicable
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Commitment 4

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:



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 _____ for identifying their evidence-based intervention:

Selecting a strategy from the _____ located at:
<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Selecting an evidence-based intervention _____ : What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

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>

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.



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 -

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.

Learning As A Team

Directions

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

Student Interviews

The student interview process informed the team's plan because we noticed that many students shared a need to be heard, supported, treated with kindness, and learn using voice, choice, agency,

