

**School Comprehensive Education Plan**

2021-22

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls | Cataract Elementary | K-6th |

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| --- |
| Collaboratively Developed By: |
| The Cataract Elementary SCEP Development Team  Kate Barto, Noelle Gaetano, Molly Kurek, Kat Sirriani-Morock, Lisa Malpica, Joanne Zimmerman, Sunnie Ventry, Mary Alice O’Donnell and Sara Strangio  *And in partnership with the staff, students, and families of Staci Rowe.* |

# 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) 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)](https://vimeo.com/547580129)
* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month.pdf)
* [Staying Connected with the School Community Throughout the Development of the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/staying_connected_with_the_school_community_throughout_the_development_of_the_scep.pdf)
* [Sample SCEP: Cohesive, Relevant Curriculum](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_cohesive_relevant_curriculum.pdf)
* [Sample SCEP: Deepening Connections](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_deepening_connections.pdf)
* [Sample SCEP: Graduation and Success Beyond HS](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_and_success_beyond_hs.pdf)
* [Sample SCEP: Graduation through Relationships](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_through_relationships.pdf)

# COMMITMENT 1

Our Commitment

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| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We commit to strengthening and fostering relationships with 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 commitment reinforces and exemplifies the school's vision; making students, staff, and community aware that ‘you are important, you are special, you count’.  Due to the unfortunate COVID 19 health pandemic, students, staff, or community members have been isolated to maintain health and safety for all. A feeling of isolation has crept its way into the educational environment to maintain appropriate health and safety precautions. These overarching thoughts, consistent in all stakeholder surveys led us to the following commitments, also parents noted a desire to learn more about the intended learning outcomes for students. According to the Family Engagement survey, only 66% felt as though training is provided to families in understanding student performance. This commitment was influenced by ‘How Learning Happens’ by ensuring everyone has strong, trusting relationships with adults and peers.  As we reviewed and revisited our initial Equity and Self Reflection Survey results, we learned that many of our noticing’s are emerging, including inclusive instructional offerings, embedded curricular opportunities, and the emerging understanding of cultural trends. As a committee, we’ve committed to recognizing and embedding cultural awareness opportunities throughout the school year. Students reported a lack of ‘meaningful relationships’, ‘being able to sit with their friends’, ‘more time just to hang out with friends’. However students did note multiple examples of positive self-talk, for example during student interviews, students noted ‘never give up, being kind is no problem’.  This is the right commitment because learning happens all the time, everywhere, not just in school. The quality of our relationships shape students ability to learn.  Utilizing the whole child approach, providing a strong, supportive, social emotional environment entrenched in focusing on student, staff and community relationships will provide a safe and trusted learning environment that will support commitment #2 that has an academic focus. |

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? |
| First 15 minutes | Culture/climate and social emotional learning. Daily, morning announcements will be conducted over Microsoft Teams and broadcasted over the SmartBoard for all students and staff members to observe.  During morning announcements, current events, important topics/reminders, as well as topics related to the school theme will be shared. | Student and staff focus groups to be created and convened every trimester for valuable feedback. Feedback will be used to adjust programming to ensure stakeholder’s needs are met. | Instructional technology training required.  Theme resources: monthly newsletter, daily quotes or information for announcements, and literature or materials for teachers to reinforce throughout school day. |
| Check and Connect | Each staff member will offer a Social Emotional Check In daily utilizing Microsoft Reflect. This emoji based form will provide teachers with an understanding of student’s social emotional wellness to start the day.  For students that have a pattern of concerning responses, they’ll be recommended to a member of the START TEAM for a daily Check and Connect. | Weekly, Check and Connect students will be monitored and discussed during formal START meetings. (Academic, Social Emotional, and Special Education meetings).  Creating, implementing, and reviewing individual SMART Goals for students. | Training for teachers in Microsoft Form or Reflect.  Professional Development for teachers in creating SMART Goals for students. |
| Intentional Intervention Programming | More appropriate use of the following programs and resources:  *BASQ Referral Process* – expanded program offering, students in K-6th grade to partake in referral process to appropriate align interventions.  *Second Step* – expanded use, introduced previously but full program implementation.  *BEST* – expanded offering, providing full 6 week intervention for students.  *Restorative Justice* – expanded use, traits used previously, more encompassing model to be utilized.  *University at Buffalo Trauma informed Care* – expanded use, coaching sessions to be offered bi-weekly for student and staff support. | Student Focus Group utilized to ensure student needs are being addressed.  Tracking number of referrals; academic, social emotional, and disciplinary to ensure appropriate interventions being offered. Referrals monitored and adjusted to meet the needs of students.  Creating, implementing, and reviewing individual SMART Goals for students.(REALIGN).  Utilization of BASQ referrals, Healthy Behaviors feedback, and Trauma Informed Survey information. | Schedule intervention programming during Flex time, Intervention time, or 30 Minute ELA.  Wellness room, safe space for students dealing with individual concerns; anxiety, stress, and social emotional concerns.  Professional Development for teachers in creating SMART Goals for students. |
| Family and Community Engagement | Monthly family engagement activities aligned with student, staff, family and school needs. Family Engagement activities currently take place, but intentional embedding cultural, social emotional, and academically appropriate opportunities will be a focus of events. | Student and Parent focus groups will be convened each trimester to ensure stakeholder’s needs are met. Future planning and program implementation will include feedback from focus groups. | Effective communication via Facebook, school website, All Call system, and school newsletter. Leveraging resources; (celebratory and need). |
| Culturally appropriate learning opportunities to help build awareness and relationships. | Increase awareness of diversity issues for staff and students. (Information sharing via morning announcements).  Increase staff and student comfort in discussing diversity issues. Community partners such as Native American Community Service, NF Peacemakers, and F Bites will provide whole group cultural learning opportunities throughout the year. Presentations to occur within the classroom, small group (intentional groups), or large scale events i.e family engagement events or whole school assemblies.  Embedded cultural awareness opportunities in special area classes, Art, Music, and Physical Education.  School wide culturally appropriate learning opportunities such as;   * Opening of school supply drop and luncheon (August 16th). * Day of the Dead (Nov. 1st) (Halloween connection). * Winterfest: culturally appropriate dance celebrating and recognizing students and families. * Month of the military child (April), Flag day (June 16th). School wide field trip to the Niagara Falls Veterans Memorial.   University at Buffalo Trauma Informed coaching sessions will connect with students and staff to ensure awareness of culturally appropriate opportunities. | Student, Staff, and Parent focus groups to convene each trimester to reflect upon cultural learning opportunities.  Common language shared during whole group settings (morning announcements, assemblies) and utilized in classroom or small group settings.  Feedback shared from University at Buffalo Trauma Informed observations to enhance learning opportunities from students, staff, and community. | Effective communication utilizing key terms and definitions (Morning announcements, Newsletters, Facebook).  Transportation  Professional development required for Art and Music teachers.  Snacks/supplies for events. |
|  |  |  |  |
| Inclusive learning opportunities | Inclusive unified academic and sports opportunities.  Youth mentoring opportunities (school safety patrol serve as mentors to support students with disabilities).  Inclusive learning opportunities to include intermediate students reading to class of students with learning disabilities. Partnership with NFHS Unified athletes to inclusive learning opportunities.  Celebrating disability awareness week (March) Celebration to include guest speakers for students and staff, and celebration of student achievements via morning announcements. | Student, staff and parent focus group to convene each trimester to reflect upon programming. | Leveraging resources with WNY Special Olympics, Secondary Unified Sports, and Niagara University Special Education Department.  Plan professional development opportunities for staff members. |

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 |  |  |
| 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. |
| Focus groups: (Questions to include but not limited too):   * Students   + Do you like having morning announcements on the SmartBoard? Do like the student celebrations? Do you understand the monthly Themes shared during morning announcements?   + Do you like using Microsoft Teams/Reflect to check in with your teacher every day?   + What have you learned from the intervention programs; (second step, Northpointe etc).   + Do you like the Family Engagement offerings? Do you have any other ideas for Family Engagement events?   + Have you learned something new about another culture this year? Is there something you would like to know but haven’t learned yet?   + Have you been able to participate in a mentoring opportunity? If so, what have you learned? * Staff   + What are your thoughts during the morning announcements? Any ideas on ways to share additional information or provide more student, staff, or family celebrations?   + Has Microsoft Reflect helped you connect with students? Do you think students have received appropriate support as a result of the check/connect program?   + What are your thoughts of the Family Engagement offerings? Any additional engagement ideas?   + Have we begun to represent or identify multiple cultures, or culturally trends either through morning announcements, celebrations or other means?   + Are students benefiting from the mentoring opportunities? * Families   + Are you aware of student achievements or celebrations taking place at Cataract Elementary School?   + Does your child receive the social emotional support needed at school? Do you feel your child has strong relationships with peers? Staff members?   + What are your thoughts of Family Engagement offerings? Any additional engagement ideas?   + Do you feel students are culturally aware?   + Has your child participated in one of the mentoring opportunities? If so, do you think it has helped student social emotional and academic achievement? |

# COMMITMENT 2

Our Commitment

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| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We commit to helping students succeed by providing scheduling and instructional strategies that are responsive to multiple learning styles. |
| **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?* | Recognizing and supporting different learning styles supports the school vision; ‘You are important, You are special, You count’.  Due to the unfortunate health pandemic, signs of an educational pandemic have emerged and whereas we’ve committed to addressing this concern in our plan. Recognizing the need to provide appropriate academic and social emotional programming for students, we believe providing teachers with flexible scheduling or groupings will allow teachers to differentiate instruction to meet the needs of students.  As a result of the diverse, and differentiated needs of students, program offerings including embedded academic interventions and flexible scheduling has been created to meet the needs of students. Our commitment was influenced by the intentionality of learning and sense of belonging. Acknowledging the limited engagement opportunities, teachers noted in the Equity and Self Reflection survey a desire to increase project-based learning. In student surveys, multiple responses included, ‘working with partners in the classroom’, ‘group activities’, and ‘being able to sit with friends in the café and bus’.  We feel this is the right commitment because it was noted that limited group work, and lack of collaborative opportunities occurred. As noted in the student interviews, and the student voice survey only 46% of students felt as though they worked with partners, or in groups in their class.  This fits into other commitments as we strive to meet the whole child approach to student learning. Commitment #1 focuses on social emotional learning (relationships) and Commitment #2 focuses on academic learning, together the whole child is being addressed. |

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? |
| Flexible Scheduling | Students in Kindergarten and First grade, and second grade will be placed in culturally, socially, and academically balanced classrooms. Interventions will be appropriately aligned, examples of interventions include ELA support (PEP), Reading Recovery (K and 1st grade), and Math Academic Intervention.  Students in 3rd-5th grade will utilize flexible scheduling whereas teachers will serve as content specialist and providing differentiating instruction to meet the unique needs of each students.  Students with disabilities will be appropriately grouped with interventions and supports appropriately aligned.  Co-Teaching strategies will be expanded upon to ensure student needs are being met.  Professional Learning Communities to be established. | Student, staff, and parent focus groups. Based upon feedback, modifications in scheduling will occur.  Monitoring key data points; NWEA scores, Aimsweb, and progress monitoring within the classroom. | Teacher collaboration (Learning collaborative walk or common planning time)  Intervention teachers designated an appropriate space to provide programming.  Utilization of the 6 co-teaching strategies. Co teachers to be assigned caseload of blended grade level students to ensure students’ needs are met. |
| Utilization of multiple instructional strategies | Instructional coach will support established and new instructional/engagement strategies:   * 10-2 movement * Turn/talk, Think/pair/share * Various small and large group learning opportunities   Student engagement techniques, such as…   * + Buddy Reading (Mentor reading)   + Reading Theatres (Music Enrichment)   + Bounce Cards   + Debate Team Carousel   Strategic sharing of instructional resources (foundational five) based upon classroom walk through individual feedback.  As a result of intentional master scheduling, a 30 minute ELA extension block has been created. This 30 minute ELA extension will provide an opportunity to focus on Literacy skills and cross curricular learning opportunities.  Embedded classroom sensory learning opportunities | Utilization of district walk through tool. Data to be shared monthly at faculty meetings. Areas in need of improvement will be discussed, and ways to improve instructional practices will be discussed.  Reflective questioning posed to teachers for feedback during Walk Through. As a follow up, discussion between administration and teacher to discuss best practice.  Student, staff, and parent focus group. Based upon feedback, the dynamics of the 30 minute ELA block will be adjusted to ensure best practice. | Total Participation Techniques by Himmele and Himmele  Talk Moves by Chapin, O’Connor and Anderson (online study).  Foundational five materials.  Instructional coaches to support programming.  Purchase of sensory materials aligned with the curricular needs of students |

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 |  |  |
| 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. |
| Focus Groups:   * Student   + Do you like having more than one teacher (3rd-6th grade)?   + If you’re having a difficult time with a certain academic subject area, are you receiving the support you need to learn?   + What is your favorite engagement activity or way to learn in the classroom? * Staff   + Do you like being a content specialty teacher?   + Are you able to more effectively differentiate instruction being a content specialty teacher?   + Do you like the 30 min ELA block of instruction?   + Are students benefiting from sensory learning opportunities within the classroom? * Parents   + Do you like your child having more than one teacher (content specialist)?   + Is your child’s needs being met?   + If your child needs academic or social emotional support, do we have a support program available for your child?   + What other ways can we support your child?   + Do you understand the District Report Card? |

# Evidence-Based Intervention

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

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

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

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

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

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

## State-Supported Evidence Based Strategy

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

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| --- | --- |
| Evidence-Based Intervention Strategy Identified | Professional Learning Community |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Provide opportunities to review subjective information to provide the most important and relevant information to support best practice for community or home support, instructional practices, and student performance. |

## 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 |
| Stanley Wojton | Principal |
| Noelle Gaetano | Dean of Student |
| Stacey Rowe | Parent |
| Lisa Malpica | Teacher |
| Kate Barto | Teacher |
| Joanne Zimmerman | Teacher |
| Sunnie Ventry | Teacher |
| Sara Strangio | Teacher |
| Molly Kurek | Counselor |
| Katharine Sirriani-Morock | Social Worker |
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## 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* |  |  |
| 6/3/21 |  | X |  |  |  |  |
| 6/9/21 |  |  | x |  |  |  |
| 6/24/21 | X |  |  |  |  |  |
| 7/13/21 |  |  |  | x |  | x |
| 7/20/21 |  |  |  |  | x |  |
| 7/23/21 |  |  |  |  | x |  |
| 8/5/21 |  |  |  |  | x |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# Learning As A Team

## Directions

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

### Student Interviews

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| Describe how the Student Interview process informed the team’s plan |
| After identifying interview questions and choosing a sample of students to interview, the team  used the results to make a plan for the upcoming school year. The plan was created to ensure that the needs of students were going to be addressed, could be monitored and altered if needed. Having information directly from the students allowed our team to create a plan that addressed concepts important to the students, which in turn, has the ability to impact all areas – academic, emotional and social.   We looked for “themes” or reoccurring responses from the students. Working with partners and being with friends was something children  missed. We discussed engaging learning strategies being a focus of professional development for staff and improving parent involvement. This may include more “family based” days and possible community outreach. |

### Equity Self-Reflection

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| Describe how the Equity Self-Reflection informed the team’s plan |
| |  | | --- | | **Describe how the Equity Self-Reflection informed the team’s plan** |   The Equity Self-Reflection made it clear that we, as a school, need to progress in certain areas. After reviewing the Equity Self-Reflection, the team discussed how we were “emerging” regarding the practices of providing students an opportunity to develop projects that encourage diversity. We became aware that student centered activities and projects are lacking in our building and provide crucial learning experiences, but need to be done to an age-appropriate degree. The self-reflection gave us the opportunity to “think outside the box” regarding learning communities and ways to engage groups of students while becoming cross-curricular lessons. Embedded opportunities, and intentional sharing of important culturally appropriate opportunities will occur throughout the school year. Departmentalizing in the intermediate grades will allow us to become content specialized, therefore, allowing deeper engagement and opportunities to partner with other subject areas to address these needs. |

# Submission Assurances, Instructions and Next Steps

## Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

## Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor’s designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District’s website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District’s DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.