



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Patchogue Medford	Eagle Elementary School	K-5

Collaboratively Developed By:

The Eagle Elementary School SCEP Development Team

Katie Buonomo, Damerelis Cruz, Kerryn Fries, Sandra Kaiser, Jessica Kelley, Katherine Marghoob, Colleen McEwen, Jessica Mistretta, Erin Skahill, Stephanie Whitehead, Susan Wiederman

And in partnership with the staff, students, and families of Eagle 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 then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

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

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

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

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to deepening student connections through leveraging Conscious Discipline, SEL curriculum, and restorative practices.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>While conducting student interviews, students explained that they worry about their friends being in different classes next year. Our "whole child" culture also reflects our dedication to the personal and social needs of our children. These behaviors are evidenced in our approach to SEL, extensive "special" programs and curricula, structured and unstructured play areas, and a highly effective support staff. All of these initiatives help our students to become responsible and productive members of society. At Eagle, we strive to nurture each child in ways that are unique and focused.</p> <p>Thus, we are committed to upholding that vision and servicing its students by focusing on forming meaningful connections with students via SEL curriculum, leveraging restorative strategies and training its teachers in ways to support social and emotional learning through daily practices.</p>

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?
Appoint a Restorative Practice Partner Liaison to assist with restorative practices.	The liaison will assist the PE staff with enhancing the building wide PBIS system. The liaison will train teachers with regards to restorative practices (Sept 21-June 22). The liaison will work with parents via workshops and small groups to discuss restorative practices at home (Nov 21-May 22). The liaison will train teachers in restorative practices and model how to effectively utilize them.	Student, teacher and family surveys (winter & spring) Student interviews (Spring '22)	Funds allocated for the position and night time workshops. Instructional resources for classroom push-ins. Professional development to train liaison on restorative practices and conscious discipline
Appoint a Conscious Discipline/SEL Partner Liaison	The liaison will utilize the conscious discipline materials to train teachers and serve as a lab site to showcase how to use strategies and materials to incorporate conscious discipline and SEL practices in the classrooms.	Student, teacher and family surveys (winter & spring) Student interviews (Spring '22)	Funding for position Funding for materials Funding for on-going PD
Principal will present restorative practices/ SEL programs to the community	The principal will explain the school's approach to support behavior through restorative practices and trauma informed practices to the community at fall PTA meetings	Student and family surveys (winter & spring) Student interviews (Spring '22)	Funding for liaisons to create presentations for the community outside of the school day
Utilize a Social Skills for Eagle Scholars Coach to assist with parent training	Social Skills for Eagle Scholars Coach will host small group meetings in the evenings to support parents at home with behaviors particularly as it pertains to	Student and family surveys (winter & spring) Student interviews (Spring '22)	Funding for position Funding for materials Funding for on-going PD

Commitment 1

	students with disabilities and students impacted and affected by Covid 19.		Utilize "Forms Site" to schedule and sign up participants

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	I feel like my teacher knows the real me. I can really be myself at school. I can make new friends at school. The school has helped me navigate my feelings.	65%
Staff Survey	I have opportunities to grow and learn about SEL, Conscious Discipline, and Restorative Practices. The school values the work I do to support student success.	75%
Family Survey	My child receives the support they need for their social emotional success at school. The staff at school care about my child.	65%

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.

All teachers will receive training in restorative practices, conscious discipline and enhanced SEL.

All students will receive enhanced SEL curriculum.

Parents will be offered a home school connection through presentations of restorative practices and SEL curriculum.

Parents will be provided with small group support through the Social Skills for Eagle Scholars Coach.

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to building a more culturally responsive school family.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>In Patchogue Medford we believe in educating the Whole Child. We also believe that all children can learn regardless of race, gender, socio-economic status or disability. At Eagle we continue to support that vision by increasing our cultural competency. We see this as an opportunity to celebrate our differences and unique cultural beauty. Furthermore, when the staff and parents participated in the Equity Self-Reflection, it was revealed that the curriculum can be improved to provide more opportunities to celebrate culture and to fortify the curriculum with culturally responsive practices and materials. Thus, it is a commitment for this coming school year to include such instructional practices, enhance our curriculum, and celebrate our school's diversity.</p>

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?
<p>Appoint a Cultural Arts Liaison</p> <p>Appoint a Cultural Arts Lead Teacher</p>	<p>The liaison will plan multi-cultural assemblies for the students. The liaison will work with the PTA to plan and provide different assemblies to students that speak to embracing and celebrating diversity.</p> <p>The cultural arts lead teacher will ensure that there is representation amongst classroom libraries.</p> <p>The cultural arts lead teacher will coordinate a multicultural night for families.</p>	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '22)</p>	<p>Funding for position</p> <p>Funding for assemblies</p> <p>Funding for enhanced libraries and books of the month</p> <p>Funding for event</p> <p>Funding for supplies</p>
Biography showcase	Eagle classes will host the Hall of Fame and present research, information and aspects of different cultures at a showcase for families	Student and family surveys (winter & spring) Student interviews (Spring '22)	Funding for materials
Provide Professional Development to Teachers and Staff	The principal will work with the Cultural Arts Liaison to assist with planning and delivering professional development to teachers regarding culturally competent instruction.	Teacher surveys (winter & spring '22) Spring '22 Equity Self Reflection	Funding for materials

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	I learn about the achievements of people who look like me. My race, culture, gender is celebrated in the work we do at school. I have access to books about people who look like me.	65%
Staff Survey	I have diverse materials to teach the curriculum in a culturally responsive way. The school makes sure all students can experience success. I have opportunities to grow and learn more about cultural responsiveness.	70%
Family Survey	The school values the backgrounds and identities of all students. The schools' programs reflect, respect, and value the diversity of the community. My child feels connected to the school.	60%

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.

Commitment 2

All students will participate in assemblies regarding cultural diversity.

All students will participate in a multi-cultural event, showcasing a project surrounding diversity.

All teachers will participate in professional development regarding cultural competency.

Increase in the racial diversity of the main characters from books in classrooms.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to the whole child by utilizing Data Driven PLCs to evaluate the social, emotional, and academic development of our students by preparing, supporting, and creating a rich environment.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Wallace Foundation-supported research and work in school districts and states suggests that five practices are key to helping principals improve teaching and learning in their schools:</p> <ul style="list-style-type: none"> • Shaping a vision of academic success for all students, one based on high standards; • Creating a climate hospitable to education so safety, a cooperative spirit and other foundations of fruitful interaction prevail; • Cultivating leadership in others so teachers and other adults assume their part in realizing the school vision; • Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and • Managing people, data and processes to foster school improvement <p>Based on our 2020-2021 iReady data, 51% of our students are at or above grade level in reading and 33% of our students are at or above grade level in math. Covid slide has widened some achievement gaps. However, the creation of PLCs teachers can increase students that are at or above grade level by first capitalizing on student strengths and then serving as a forum for teachers to explore and implement instructional strategies that will speak to our students' diverse learning needs. Through distributive leadership, the principal will be more visible in the classrooms and teachers and other adults can assume their part in realizing the school's vision.</p>

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?
Appoint a Building Community Liaison	<p>The Building Community Liaison will work directly with the principal to help over see the building vision and goals of the SCEP.</p> <p>Work in conjunction with and meet bi weekly with the building principal, Restorative Practice Partner Liaison, Conscious Discipline/SEL Liaison, Social Skills for Eagle Scholars Coach, Cultural Arts Liaison and Cultural Arts chairperson to assess the effectiveness of implemented strategies.</p> <p>Building community Liaison will interact with students using restorative practices and Conscious Discipline.</p> <p>Building Community Liaison will develop newsletters and host parent workshops.</p>	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '22)</p>	Funding for Building Community Liaison stipend.
Teachers will receive training in effective inquiry team practices and protocols from the Principal and grade team leaders	<p>Principal will provide teachers with data protocols.</p> <p>Principal Building Community Liaison will provide teachers with differentiated PD on PLCs and data analysis.</p>	iReady Diagnostic results (Winter & Spring '22) Teacher Surveys (Winter & Spring)	Dedicate time for PD regarding PLCs (Lead teachers and Building Community Liaison to create PD calendar)

Commitment 3

	<p>Principal will create structures and infra structures so grade-level teams can meet to utilize protocols.</p> <p>Principal will meet individually with each teacher 3 times a year to support their understanding of student data and the importance of the triangulation of the data to inform instructional planning and intervention.</p> <p>Beginning in November, teachers will use iReady and classroom data to develop a plan to support students.</p>		
Appoint grade level leaders to support PLC's and to improve instruction	Grade levels will review diagnostic data, observation results, and information from parent survey to triangulate the data and determine students' individual learning needs and levels.	I-Ready Diagnostic results (Winter & Spring '22) Teacher Surveys (Winter & Spring)	Funding for Lead teacher stipends
PLC's will meet to discuss data and instruction	Teachers will meet on an ongoing basis with the lead teacher to analyze I-Ready and student writing data to create data driven decisions surrounding instruction.	I-Ready Diagnostic results (Winter & Spring '22) Teacher Surveys (Winter & Spring)	Grade level teams will need to dedicate time to implement data protocols. Protocols and structures to support PLC's
Level Up Club	A club will convene that provides students (as per I-Ready) more time to access material and work with an educator in a small group on a rotating basis, after school. Club will begin on or about November 2021 and conclude June 2022.	I-Ready Diagnostic results (Winter & Spring '22)	Funding for stipend for club advisors Funding for teachers to conduct small group work.

Commitment 3

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	My school challenges me in what we are learning. The things I am learning about in school are relevant to me. I know when I am on the right track in school.	60%
Staff Survey	I have the resources to engage in relevant and rigorous teaching. The school makes sure all students experience success.	65%
Family Survey	My child feels successful at school. My child receives academically rigorous instruction. I am frequently informed about my child’s progress in school.	60%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By spring 2022 60% of students K-5 will be on or above grade level in reading,
By spring 2022 40% of students K-5 will be on or above grade level in math.

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

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?

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 <i>(e.g. % agree or strongly agree)</i>
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.

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:

Evidence-Based Intervention Strategy Identified	Principal Leadership Development						
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<table border="1" data-bbox="1014 1052 1709 1211"> <thead> <tr> <th>Principal Effectiveness</th> <th>Percentage of Schools Passing Key Assessments (Achieving Cut Scores)</th> </tr> </thead> <tbody> <tr> <td>Schools rated with leaders in the top half of effectiveness</td> <td>62.5 %</td> </tr> <tr> <td>Schools rated with leaders in the bottom half of effectiveness</td> <td>37.5 %</td> </tr> </tbody> </table> <p data-bbox="1226 1235 1692 1305" style="text-align: right;">Based upon meta-analysis of 94,000 K-12 schools. School Leadership That Works Marzano, Walters and McNulty</p> <p data-bbox="997 1333 1461 1377" style="text-align: center;">The research is clear... we know that school leadership matters!</p> <p data-bbox="919 1419 1493 1446">The principal will be provided with coaching in:</p>	Principal Effectiveness	Percentage of Schools Passing Key Assessments (Achieving Cut Scores)	Schools rated with leaders in the top half of effectiveness	62.5 %	Schools rated with leaders in the bottom half of effectiveness	37.5 %
Principal Effectiveness	Percentage of Schools Passing Key Assessments (Achieving Cut Scores)						
Schools rated with leaders in the top half of effectiveness	62.5 %						
Schools rated with leaders in the bottom half of effectiveness	37.5 %						

Evidence-Based Intervention

	<ul style="list-style-type: none">• High Impact Data Cycles to improve student achievement and lead PLCs• Using Leadership Skills of Influence In a Group Format by hosting professional development periods for teachers and staff and community forums• Targeted Feedback – Verbal and Written when meeting with teachers and staff in addition to the Restorative Practice Liaison, Conscious Discipline Liaison, Social Skills Coach, Cultural Arts Liaison, Cultural Arts Lead teacher, and Building Community Liaison• Fundamentals of Relationship Capital in order to build cultural competency throughout the school• Establishing norms of Excellence – Creating Sustaining Systems
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Evidence-Based Intervention

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
Erin Skahill	Principal
Katherine Marghoob	School Psychologist
Katie Buonomo	Classroom Teacher
Kerryn Fries	Instructional Coach
Sandra Kaiser	Classroom Teacher
Colleen McEwen	ENL Teacher
Damarelis Cruz	Dual Language Teacher
Susan Wiederman	Reading Teacher
Stephanie Whitehead	Special Education Teacher
Jessica Kelley	Parent
Jessica Mistretta	Parent

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
<i>Example: 4/6/21</i>			x	x		
4/15/21			x			
4/19/21		x		x		
4/22/21		x		x		
4/26/21		x	x	x		
5/18/21	x					
5/21/21	x		x			
6/28/21-6/30/21					x	
7/13/21						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

While conducting student interviews, students explained that they worry about their friends being in different classes next year. Our “whole child” culture also reflects our dedication to the personal and social needs of our children. We will focus on forming meaningful connections with students via SEL curriculum, leveraging restorative strategies and training our teachers in ways to support social and emotional learning through daily practices.

Equity Self-Reflection

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

When the staff and parents participated in the Equity Self-Reflection, it was revealed that the curriculum can be improved to provide more opportunities to celebrate culture and to fortify the curriculum with culturally responsive practices and materials. Thus, it is a commitment for this coming school year to include such instructional practices, enhance our curriculum, and celebrate our school's diversity.

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](#) 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.