



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Mount Vernon CSD	Edward Williams Elementary School	Pre-K to 7 th grade

Collaboratively Developed By:

The Edward Williams Elementary School SCEP Development Team

- Dr. Crystal Waterman
- Tamisha Grey
- Casandre Laurent
- Tashi Campbell-Tulloch
- Kristen Wall
- Dr. Adrian Tovar
- Wandiza Johnson
- Stephen Wilson
- Malik Hayes

And in partnership with the staff, students, and families of Edward Williams 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 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 commit to creating a “What I Need” period. Using the “Success For All” model. We commit to extending opportunities for all students at different educational levels, which include opportunities for enrichment as well as remediation.</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>Based on feedback from the 2021 DTSDE review, although 80% of our students are performing below or significantly below grade level expectations, there is a cohort of students that are meeting or exceeding expectations. Developing a “W.I.N.” period would allow opportunities for both Enrichment as well as remediation. Increasing student mastery of core content areas while considering student interest.</p> <p>“Our Vision at Edward Williams is to inspire young learners to in a safe and nurturing learning environment so students can strive to their fullest potential.”</p> <p>For our children to strive to their fullest potential, we must allow them opportunities to continue to grow. We want them to feel as though they are good at something, and here at Edward Williams, we push our young learners to master that content area and have opportunities where they feel a level of confidence and mastery.</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?
Creating a “What I Need” (WIN) period	Administrators will build time in the master schedule for a WIN period.	Increase in I-Ready/DIBELS, Edulastic, and System-44/Read 180 scores. <ul style="list-style-type: none"> • BOY, MOY, EOY Data • Pre and Post Assessments 	<ul style="list-style-type: none"> • Master Schedule • Teachers • Materials
Creating an Honors Program/Society	Making it more accessible to students.		
Choice Board	Choice boards are different ways for students to learn about a particular concepts to demonstrate mastery of a topic area/skill set. It can be project base, use of technology, complete a task/assessment etc.	Increase in student engagement and completion of tasks	<ul style="list-style-type: none"> • Chart papers • Sticky's • Electronic devices • Student materials
Clubs	Available before school begins, during lunch, and after school. Types of clubs include but are not limited to Book clubs, Chess club, Music club, Art.	<ul style="list-style-type: none"> • Art Showcase • Music recitals • Plays • Open Mic's • Student Led Book Review 	<ul style="list-style-type: none"> • Art supplies • Book sets • Instruments • Chess boards

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 challenged at school. (67% said agree or strongly agree)	75%
Staff Survey	The variety of activities and courses offered in my school keeps students engaged in learning. (63% said agree or strongly agree)	75%
	The curriculum in my grade/subject area is aligned to support student learning. (74% said agree or strongly agree)	85%
Family Survey	My child's schoolwork is challenging. (70% said agree or strongly agree)	85%
	The school offers my child a variety of extracurricular activities. (51% said agree or strongly agree)	75%

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 1

At the end of the 2021-22 school year, we strive to increase the ELA iReady scores to 30% at above grade level.
At the end of the 2021-22 school year, we strive to increase the Math iReady scores to 25% at or above grade level.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to creating opportunities to develop teachers’ knowledge base of strategies to improve student’s literacy and numeracy skills.</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>Based on feedback from the 2021 DTSDE review, students were observed demonstrating the ability to move beyond the planned lessons, but teachers stifled the students’ opportunities to move beyond the activities.</p> <p>Teachers would benefit from improving their instructional practices through ongoing, targeted professional learning opportunities. Effective teachers implement a range of creative and innovative teaching strategies to meet students’ individual needs.</p> <p>We want to build teachers’ instructional toolboxes so they can successfully meet all learning styles and the development needs of all learners. “Our Vision at Edward Williams is to inspire young learners in a safe and nurturing learning environment...” -Vision Statement. Inspiring students to learn means creating opportunities for them to be successful. Teachers need to utilize a variety of strategies, methods, and resources to engage students in the learning process. This commitment is also influenced by the “How Learning Happens” document as every child is engaged in meaningful learning that is relevant to them.</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?
Virtual PD Library	Coaches and exemplar teachers will create screencasts of specific instructional practices that are engaging and innovative while providing students with a rigorous learning experience.	Teachers will have an increased knowledge base of strategies to utilize with all learners.	<ul style="list-style-type: none"> • Teachers to create screencasts. • Walkthrough Checklist
Teacher Showcase	The SLT will identify teachers that have mastered specific strategies. Teachers will participate in a gallery walk of engaging instructional strategies on a quarterly cycle.	Increase in teachers' usage of instructional strategies that promote rigor and student-centered learning.	<ul style="list-style-type: none"> • Materials (i.e. manipulatives, book sets, etc.)
Lunch and Learn	Teachers will take part in 45-60 min PD during their lunch break. PD will be provided by subject and based on needs assessment survey. (ELA/Math/Science/SS)	Focused walkthroughs will be conducted by the administrative team highlighting the use of specific strategies.	<ul style="list-style-type: none"> • Walkthrough Checklist • Staff to present PD
Shared e-binder	Teachers create a digital "toolbox" sharing resources, planning tools, lesson plans, etc.	Teachers will complete a feedback survey detailing how the toolbox has improved instructional practices.	<ul style="list-style-type: none"> • One Note Software • Training on how to use One Note.

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	My teacher writes comments on my schoolwork. (67% said agree or strongly agree)	80%
	My teacher knows my strength and where I have a hard time. (72% said agree or strongly agree)	90%
Staff Survey	I am given the instructional support I need to teach my students. (67% said agree or strongly agree)	80%
	The professional development sessions I attend help me better meet my students' learning needs. (63% said agree or strongly agree)	80%
Family Survey	I am satisfied with the education my child receives in school. (68% said agree or strongly agree)	80%
	Teachers tailor instruction to my child's strength. (69% said agree or strongly agree)	80%

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

By the end of the 2021-22 school year, we strive to create a database of instructional resources for teachers using a Shared E-Binder and Virtual PD Library.

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 commit to using progress monitoring tools to analyze student data and plan for targeted small group or individualized instruction in both literacy and math.</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>Based on the current 2021 DTSDE feedback "staff members have access to numerous students' assessments in ELA & Math, but demonstrated difficulty identifying a method for disaggregating information into useful instructional guidance to address students' academic needs." Teachers would benefit in determining methods for use of the data that is normed and effective.</p> <p>This commitment is driven by engaging every child in meaningful learning that is relevant to them.</p> <p>This commitment aligns with the direction in which the school is using the Managing for Results process to analyze data to guide instruction.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Managing for results process using Edulastic and the data informed decision-making template.</p>	<p>Before the start of each math topic, students will be assessed on the prerequisite skills needed to be successful in that topic. The data from these assessments will be used to identify areas of concern which will be addressed during Rtl.</p> <p>Students will take a short lesson quiz at the conclusion of a math lesson (quick check). The data from these short lesson quizzes will be used to: a) determine if a second day of instruction Teachers will use the data informed decision-making template to analyze the Edulastic math topic assessment results.</p> <p>Teachers will meet to disaggregate the math topic assessment data and use the information to create level RTI groups.</p> <p>Teachers will create SMART goals based on the math topic assessment for each class and the entire grade level.</p>	<p>As a means of progress monitoring, at the end of a three- or four-week cycle, students complete a topic interim assessment in Edulastic.</p>	<ul style="list-style-type: none"> • Time and Schedule (PLC/Grade Level Meeting) • One-to-One device (laptop) • Data informed decision-making template

Commitment 3

<p>Using running records, iReady or other progress monitoring tools</p>	<p>Teachers will compile assessment data and utilize it for creating small groups and differentiated lessons. Teachers will collaborate with grade level teams to choose appropriate skills for students to work on.</p>	<p>Assessment data will be tracked to monitor student progress and growth.</p>	<ul style="list-style-type: none"> • Time and Schedule (PLC/Grade Level Meeting) • Data tracking tool (I.e OneNote) • IReady workbooks/ toolbox
<p>Using Exit Tickets</p>	<p>Using AVID strategies and Edulastic, teacher will assess if students grasp the content taught during the lesson.</p>	<p>Assessment data, Math end of topic assessments, ELA end of unit assessments will be tracked to monitor student progress and growth.</p>	<ul style="list-style-type: none"> • Time and Schedule (PLC/Grade Level Meeting) • DLIQ, 1-2-3, Quickwrites • Edulastic quick checks

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	My teacher talks to me about how I am doing in school. (79% said agree or strongly agree)	90%
	My teacher writes comments on my school work. (67% said agree or strongly agree)	80%
Staff Survey	I regularly use data to identify my students’ strengths and weaknesses. (89% said agree or strongly agree)	95%
	Helping students meet challenging academic goals is a primary focus of my school. (81% said agree or strongly agree)	90%
Family Survey	I understand how grades are assigned. (75% said agree or strongly agree)	85%
	My child’s grades are a good indicator of my child’s progress in school. (76% said agree or strongly agree)	85%

Commitment 3

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.

At the end of the 2021-2022 school year, we strive to increase our ELA assessment data to 30% proficiency.

At the end of the 2021-2022 school year, we strive to increase our math assessment data to 25% proficiency.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing our scholars with continued Social Emotional Learning (SEL) opportunities on a weekly basis.</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>According to the results from our Equity Self-Reflection survey, 55% of teachers feel as though they are sustaining and providing adequate social emotional learning opportunities for scholars. Teachers have also emphasized the importance of Social Emotional Learning as it contributes to overall academic success in the classroom.</p> <p>“Our Vision at Edward Williams is to inspire young learners in a safe and nurturing learning environment...” -Vision Statement.</p> <p>This commitment is also deeply rooted with the “How Learning Happens” document as “Learning is social...Emotions are essential to learning...Learning is cognitive. When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success.” In providing students with SEL opportunities through a “restorative justice approach,” they can build stronger connections with one another, and foster relationships. SEL also provides students with the appropriate language and terminology needed to express themselves effectively.</p> <p>“Help us recover with what happened over the year. Have people talk to us about our feelings and letting us know there is help.”- Anonymous Student Interview</p> <p>“In the morning check in with the teachers to make sure you are ok daily.”- Anonymous Student Interview</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?
Continue with Community Circle exercises	<p>Provide teachers with weekly Community Circle Scripts/activities.</p> <p>Incorporate weekly Journal Responses as “Self-Reflection” for the students.</p> <p>Teachers also will run community circles daily (after unstructured activities) as a “reset” for the students to help them settle and resolve any problems they might have experienced during the unstructured activity.</p>	Through the reduction of behavioral referrals, suspension data, and end of the year surveys.	<ul style="list-style-type: none"> • Social Emotional Curriculum • Restorative Justice Book • Restorative Justice Team Members (Psychologist, Counselor, Crisis Intervention Specialist, Reading Specialist, Teachers, and other members who have been trained)
Post more visual reminders in the building, such as SEL posters and PBIS information	Selecting appropriate signage or creating social emotional posters with de-escalation strategies, coping skills, and positive affirmation statements and posting them throughout the building.	Through the reduction of behavioral referrals, suspension data, and end of the year surveys.	<ul style="list-style-type: none"> • Social Emotional Posters

Commitment 4

<p>Implement the Check-In, Check-Out intervention with fidelity.</p>	<p>Selecting staff members that are willing to mentor students daily. These staff members will also fill out daily expectation logs with the student and their teacher to ensure that the student is demonstrating age and grade-appropriate behavior.</p>	<p>Through the reduction of behavioral referrals, suspension data, and end of the year surveys.</p> <p>Raw data will also be collected through the daily CICO log that is to be completed by the student's teacher and mentor. The expectation is that the student would be demonstrating an increase in positive behaviors as seen on the daily check in log.</p>	<ul style="list-style-type: none"> • Daily CICO Log • Staff Members interested in mentoring students daily. • Students who would benefit from the CICO program
<p>Peer Leadership Program</p>	<p>Provide training opportunities for older students (6th-8th grade) to engage in peer-led community circles (Under the supervision of a staff member).</p> <p>Peer Leaders/Mentors can also assist with conflict mediation between peers.</p>	<p>Through the reduction of behavioral referrals, suspension data, and end of the year surveys.</p>	<ul style="list-style-type: none"> • Students interested in becoming Peer Mentors/leaders
<p>Provide Families with additional resources on Mental Health.</p>	<p>All families should receive a digital copy of the resources Mount Vernon has to offer through the Mount Vernon Youth Bureau.</p>	<p>Through the increase in family engagement and the completion of end of year surveys.</p>	<ul style="list-style-type: none"> • Resources from the City of Mount Vernon (Mount Vernon Youth Bureau).

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 can talk to an adult at school about any problem. (73% said agree or strongly agree)	90%
	Students are nice to their teachers. (30% said agree or strongly agree)	75%
	Other students in this school respect me. (38% said agree or strongly agree)	75%
Staff Survey	I have the support I need to effectively manage my students' behavior. (30% of teachers said agree or strongly agree)	75%
	Students treat staff members with respect. (19% said agree or strongly agree)	75%
	Students do not threaten and/or bully each other in this school. (22% said agree or strongly agree).	75%
Family Survey	Students respect teachers in this school. (62% said agree or strongly agree)	80%
	This school implements policies that keep my child safe. (83% said agree or strongly agree)	90%
	There is a teacher, counselor or other staff member at school to whom my child can go for help with a problem.	95%

Commitment 4

	(82% said agree or strongly agree)	
	My child feels safe in this school. (78% said agree or strongly agree)	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.

At the end of the 2021-2022 school year, we strive to decrease the overall referral and disciplinary rate by 30%.

By the end of 2021-2022 school year, we will have a school peer leadership group (run by students who complete training program) who will take part in the peer conflict mediation process and assist with promoting Positive Behavior throughout the building. Peer leaders may also be eligible to run community circles (under the supervision of a trained staff member).

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

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
Dr. Crystal Waterman	School Principal
Tamisha Grey	Reading Specialist
Casandre Laurent	Resource Room Specialist
Tashi Campbell-Tulloch	3 rd Grade Teacher
Kristen Wall	Literacy Specialist
Dr. Adrian Tovar	School Psychologist
Wandiza Johnson	Parent
Stephen Wilson	Parent
Malik Hayes	Student

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
5/3/2021	X		x	x		
5/6/2021	X					
5/12/2021		x	X	X		
5/18/2021			X	X	X	
5/19/2021			X		X	
5/24/2021			X			
5/26/2021			X		X	
5/27/2021			X		X	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

The student interviews gave the Leadership Team insight on their needs both academically and socioemotionally. This allowed the team to create appropriate opportunities/intervention strategies to meet the social/emotional needs of the student.

Equity Self-Reflection

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

The Equity Self-Reflection helped with the team's decision-making process. The school community shared their opinions and assisted the team in determining and solidifying the commitments for the 2021-22 school year.

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.