



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mt. Vernon	Lincoln School	K-8

**Collaboratively Developed By:**

**The LINCOLN SCHOOL SCEP Development Team**

*SCEP Team Members:* Rebecca Jones, Julie Andrews, Gloria Acevedo, Anne DeNigris, Lisa Lewis, Susan Lombardi, Kai Myers, Sandra O'Connor, Pamela Valdovinos, Kaylin Viduarre

***And in partnership with the staff, students, and families of LINCOLN 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p>Improve instructional practices and enhance existing curriculum to mitigate educational loss caused by the COVID-19 pandemic</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The vision of our school is to ensure that every child's academic and social-emotional needs are met to ensure that they will successfully meet grade level expectations and receive necessary interventions for any educational loss caused by the COVID-19 pandemic.</p> <p>Based on the current data for the 2020 – 2021 school year, we noticed significant gaps in student performance in ELA and math. According to the DIBELS MOY data for kindergarten and first grade, sixty-percent of the students are performing below grade level. In grades two through eight, forty-five percent of the students are performing one or more grade levels below.</p> <p>We know revisiting our curriculum is necessary as survey results from staff indicated the following common themes:</p> <ul style="list-style-type: none"> <li>• More Time (RTI/PLC)</li> <li>• Develop a Common Curriculum/Theme-based curriculum (culturally relevant)</li> <li>• Improve Small Group Instruction</li> <li>• Professional Development (In-house, grade level, tech-based topics)</li> </ul> <p>This commitment is a priority because seventy-five percent of the student population was remote for approximately half of the school year. Presently, fifty percent of the student population is still receiving</p>

Commitment 1

	<p>remote instruction. Although student interview responses indicated a preference for the use of technology, their academic skills in ELA and Math declined as is mentioned above referenced data.</p> <p>This commitment supports Commitment 2 “Social-Emotional Learning” and Commitment 3 “Parent and Family Engagement as teaching the whole-child and a strong home-school connection is required for student success.</p>
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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?
Vertical Alignment Meetings	<p>Create Guaranteed Curriculum (exit outcomes)</p> <p>Vertical Alignment Meetings will occur on a quarterly basis to gauge instructional pacing.</p> <p>Standardizing strategies used in writing and math to ensure consistency within student performance from one grade level to the next</p>	We will know this strategy is a success if students’ educational loss decreases; staff have successfully taught key exit outcomes within the guaranteed curriculum and student performance on these outcomes demonstrate an overall improvement when compared to the 2020 – 2021 school year.	District pacing guides, Next Generation Standards, Journeys, Collections, Envisions

Commitment 1

PLC	<p>PLC meetings will consistently occur on a 6-day cycle. Teams will review curriculum, instruction and data to target student achievement.</p> <ul style="list-style-type: none"> <li>• Gather and assess data</li> <li>• Design curriculum</li> <li>• Designing pre-post common assessments</li> <li>• Implementing strategies/interventions to address educational loss</li> </ul>	<p>Reduction in the number of RTI referrals and an increase performance on universal screeners (iReady, DIBELS and Envisions (K-1)) compared to 2019 – 2020 school year.</p>	<p>District pacing guides, Next Generation Standards, Journeys, Collections, Language Live, Leveled Literacy Instruction, Wordly Wise, Great Books, Envisions</p>
RTI	<p>Provide staff with an overview of the RTI process in September.</p> <p>Identify and support at-risk population by monitoring their progress by using skills-based assessments and use the data to provide scaffolded support to meet their academic and social-emotional needs.</p> <p><b>ELA</b> Small Group Instruction</p> <p><b>MATH</b> Math framework and interventions Small group instruction (Focus on Power Standard)</p>	<p>Team will push into monthly PLCs to provide on-going strategies and feedback regarding grade levels' current data.</p> <p>Team will analyze school data during SMART Goal Meetings quarterly</p>	<p>Progress Monitoring Tools: CKLA, Waterford, Journeys, Collections, Common Assessments, iReady, DIBELS</p>

**Commitment 1**

SMART Goal Meetings	Grade level teams will meet with principal during PLCs to discuss current and relevant data in ELA/Math	RTI Team, along with the principal will meet with grade level teams to discuss their individual and grade level data, quarterly.	<u>Grades K-1</u> DIBELS and Envisions data  <u>Grade 2-8</u> iReady ELA and Math data
Small Group Instruction	Grade level teams will discuss methods of differentiated instruction during PLCs to meet the needs of at-risk students and students in need of enrichment.	PLC Teams will meet on a 6-day cycle to discuss relevant curriculum enhancements to drive student progress.	iReady lessons, Waterford, DIBELS lessons, Language Live, Leveled Literacy Instruction, Envisions
Increase Culturally Relevant Materials	Teachers will use the existing Culturally Relevant Classroom library when designing their theme-based (interdisciplinary) curriculum	Students will engage in meaningful conversation during instruction and during SEL instruction. Students will provide valuable feedback in a quarterly Student Wellness Survey.	District-provided classroom library
Professional Development	Professional development will be provided by the Mt. Vernon City School District according to staff's individual preference.  School-wide professional development workshops will be provided by peers	Staff survey will provide valuable feedback regarding professional development needs and how best to meet them.	District and school personnel.

**Commitment 1**

	according to the needs of the grade level. The meetings will occur during PLCs and monthly curriculum meetings as needed.		
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Commitment 1

## 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)
<b>Student Survey</b>	Did the teacher make the content relevant to your cultural and gender identity?	70%
	Did the teacher make an effort to get to know my cultural identity?	70%
	Did you find lessons engaging and fun?	60%
	Teachers tried different strategies to meet my learning needs?	60%
<b>Staff Survey</b>	Were you able to effectively utilize your PLC time with colleagues to adequately provide instructional strategies and interventions to meet the needs of at-risk students, especially ENL and Special Education students?	75%
	Do you think that the theme-based, culturally relevant interdisciplinary curriculum successfully met the academic and SEL needs of all students including ENL and Special Education students?	80%
	Based on your application of Small Group instruction within your RTI period, was there improvement in students’ performance data in ELA and Math?	85%

**Commitment 1**

	Do you feel that your technological skills improved with the professional development you received throughout the 2021-2022 school year?	85%
<b>Family Survey</b>	I was provided workshops on content and strategies to support my child at home?	70%
	Communication about what my child's learning was accessible and translated to meet my language preference?	90%
	I was kept informed of my child's progress?	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.**

- ✓ High student attendance in Title I Extracurricular Programs
- ✓ K-8 student data indicates an overall increase on common baseline assessments/universal screeners
- ✓ Adequate parent attendance/participation at parent workshops that focus on curriculum support

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>Incorporate SEL throughout the school learning day, throughout all parts of the school community for therapeutic engagement of all students, staff and families.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Based on surveys, both students and staff report finding it helpful and therapeutic to provide SEL and Wellness Wednesday curriculum activities. The students feel heard by staff members (this was not the case in prior surveys). The staff report feeling more connected to their students and families as a result of these lessons. We know that students experience outside factors that impact their ability to learn in the school setting. These factors were even more compounded by the pandemic. 50% of our population participated in remote learning for the entire year. Lincoln School's vision presumes that students are not available for full potential academic learning until the students' social and emotional needs are met. When students return in-person in September, they will likely have increased anxiety, a decrease in social skills/social awareness and a decrease in school readiness skills. These SEL lessons can be incorporated into the thematic units that are being created by teachers.</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?
Anti-Bullying Workshop/Lessons	Workshops and lessons presented through assemblies, guidance counselor push-in lessons, parent meetings	Review disciplinary data collected by PBIS or other building level committee. Compare data to prior years. Conduct surveys of students and staff to gauge effectiveness.	Schedule, money for assemblies, ongoing commitment
Parent Overview: Title 1 Presentation/PBIS/Rtl/Code of Conduct	The principal gives a presentation in September to families in order to provide an overview of programs/protocols used in our building	Parent survey will be conducted to assess parent awareness of programs	Schedule, money for assemblies, ongoing commitment
ENL and Special Education Student and Family Quarterly Workshops	ENL and Special Education Department will meet over family zoom/in-person workshops to ensure effective communication of school-wide events, programs, offerings. This will also be a forum for cultural responsiveness. Translation will be provided	Parent survey/questionnaire will be conducted to gather feedback. The results will drive future topics/offerings.	Schedule, money for meetings, ongoing commitment

## Commitment 2

<b>Lunch Monitor Training</b>	PBIS will train lunch monitors to engage with students in an emotionally supportive way. Lunch monitors will support appropriate social skills in the lunchroom and on the playground	Student survey will be conducted to review effectiveness.	Schedule, money for trainings, ongoing commitment
<b>PBIS/Character Education</b>	Lessons, assemblies, and incentive programs will be provided throughout the school year to promote positive reinforcement of behavior. Behavior plans will be implemented for identified students	Student, staff, and parent surveys will be conducted to evaluate effectiveness. Results will inform future decision-making	Schedule, money for assemblies, lessons, ongoing commitment
<b>Student Council Elections</b>	Students will engage in the election format. Candidates will prepare speeches/ad campaigns for Student Government.	Students will vote therefore participating in the promotion of positive school-culture.	Schedule, money for meetings, ongoing commitment
<b>Mentoring Program</b>	Staff and students will be matched based on need. Pairs will meet throughout the year engaging in approved topics.	Student and staff survey will be conducted to evaluate the effectiveness of the program.	Schedule, money for program, ongoing commitment
<b>Student Council Town Hall Meetings</b>	Student council will meet throughout the year. They will address student concerns via school initiatives.	Students will be surveyed to evaluate the impact of this program.	Schedule, money for assemblies, ongoing commitment
<b>SEL Classroom Lessons</b>	Classroom teacher and support staff will continue to present SEL lessons in whole group and small group to homeroom classes. This will provide an outlet for students outside of academic time where they can feel heard. Teachers will become more aware of	Staff, student, and parent surveys will be conducted to evaluate the effectiveness of this program.	Schedule, funding for curriculum, ongoing commitment

**Commitment 2**

	the challenges students are facing inside and outside the school environment. Assemblies offered if funding is available		
<b>NJHS</b>	Students are acknowledged for leadership, character, academic and service qualities	Students remaining in the program and representing these pillars will gauge success.	Schedule, money for program, ongoing commitment
<b>Wellness Committee</b>	Staff led committee to provide mental health, physical and mindfulness activities for students and staff throughout the school year.	Staff and student survey will be conducted. Staff and student participation rates will be monitored and gauge understanding of message.	Schedule, money for program, ongoing commitment

## 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>
<b>Student Survey</b>	Do you feel that the staff at Lincoln were responsive to your social and emotional needs?	51%
<b>Staff Survey</b>	Do you feel that you were more connected to the students as a result of the SEL lessons conducted throughout the school year?	75%
<b>Family Survey</b>	Do you feel the school community was responsive to the needs you and/or your child faced throughout the school year?	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.

- ✓ Student attendance will be an average of 90%
- ✓ Less than twenty recess behavior referrals per quarter

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>To strengthen and build the communication between home and school in order to reduce educational loss and meet the social-emotional needs of families, caused by the COVID-19 pandemic.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaboration between teachers and families enhances the school's vision of increased student overall achievement.</li> <li>✓ This commitment emerged as a result of parent surveys, where 33% of families indicated needing social-emotional instructional support. And 39% of families requested workshops on mindfulness techniques to reduce stress.</li> <li>✓ Increasing communication between staff and parents resulted in an improved rapport between staff and families. Additionally, student attendance drastically increased as a result of direct, on-going communication with parents. We were able to troubleshoot significant issues related to technology and student's social-emotional needs.</li> </ul>

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>PTA Family Newsletters (translated)</p>	<p>Newsletters will be created to keep parents and families informed of all academic and social-emotional activities that are taking place.</p> <p>Newsletters will be distributed using multiple modalities: School website, Parent Group on Schoology, District Blackboard, Parent Information Board (cafeteria), flyer</p>	<p>Increased family attendance and participation in school-based activities.</p>	<p>Technology, schedule money</p>
<p>Orientation Meetings</p>	<p>In order to meet grade level exit outcomes, benchmark grade levels will conduct bi-annual orientation meetings:</p> <ul style="list-style-type: none"> <li>✓ PreK to Kindergarten</li> <li>✓ Kindergarten to First Grade</li> <li>✓ Second Grade to Third Grade</li> <li>✓ Fifth Grade to Sixth Grade</li> <li>✓ Sixth Grade to Seventh Grade</li> <li>✓ Seventh Grade to Eighth Grade</li> <li>✓ Eighth Grade to High School</li> </ul>	<p>Students' performance in meeting grade level standards will indicate success with this strategy</p>	<p>Money, technology, exit outcomes per grade level</p>

**Commitment 3**

Organizational Workshops and SEL activities	School Psychologist and Guidance Counselor will provide workshops to help students and families organize information for greater accountability of students' individual performance.	Improved academic performance and behavior at recess and in class. Decrease in suspension, absences, and recess referrals.	
Incorporate Mindfulness Activities into all parent workshops	Each parent workshop throughout the school year will culminate with a mindfulness activity to meet the needs of families	Increased parent attendance and participation	Schedule, money

## 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>
<b>Student Survey</b>	Do you feel that your parent was more engaged in your learning this year?	70%
<b>Staff Survey</b>	Do you feel that families were more communicative, cooperative and engaged in their child’s learning and school-based functions?	65%
<b>Family Survey</b>	Do you feel that your family’s social-emotional needs were addressed at the school level?	70%

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.**

- ✓ Parent surveys will be administered quarterly to assess our on-going progress
- ✓ As a result of strengthening our home-school connection, we hope to see greater parent participation in all school-based functions and activities

## Evidence-Based Intervention

### Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

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

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

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

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

### X State-Supported Evidence Based Strategy

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

<b>Evidence-Based Intervention Strategy Identified</b>	Professional Learning Communities
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	Using PLCs will help support Commitment 1 which targets improving our targeted grade level exit outcomes and supporting students in mitigating educational loss.

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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Rebecca Jones	Principal
Gloria Acevedo	Parent, PTA President
Sandra O'Connor	Parent Liaison
Pamela Valdovinos	Parent
Julie Andrews	Title I Coordinator
Lisa Lewis	Reading Specialist
Anne Denigris	Special Education
Erica Porco	Guidance Counselor
Susan Lombardi	ENL Teacher
Kaylin Viduarre	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
4/28/2021	X		X			
5/5/2021			X			
5/12/2021			X	X		
5/17/2021				X		
5/19/2021				X		
5/20/2021					X	
5/21/2021					X	
5/24/2021					X	
5/25/2021					X	
5/26/2021					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**

Students provided valuable feedback regarding their academic and social-emotional experience during the 2020 – 2021 school in the midst of the COVID-19 pandemic. The following illustrates the most common themes shared by students:

#### Positives

- ✓ Being back in the building, being with friends
- ✓ Use of technology
- ✓ Cleanliness and safety protocols
- ✓ Not switching classrooms as a result of safety procedures (Grades 6-8)

#### Negatives

- Loss of progress, ENL English skills declined
- Poor Wi-Fi – missed instruction
- In-person – there's still a loss of connection with peers

Based on this feedback, our SCEP includes rigorous academic and social-emotional initiatives to meet the needs expressed by students. A heavy emphasis will be placed on remediating educational loss through the revision of existing curriculums as well as professional development workshops for staff. PLCs and the RTI committee will be restructured to effectively work to meet the needs of students. Numerous activities were also put in place to address the social-emotional needs of students and their families. Our hope is to provide opportunities for students and families to provide ongoing feedback about their experiences throughout the 2021- 2022 school year.

## Equity Self-Reflection

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

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

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

1. x  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. x  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. x  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

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