



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mt. Vernon CSD	Graham School	PreK-8

Collaboratively Developed By:

The Graham School SCEP (School Comprehensive Educational Plan) Development Team

Dr. N. Hunter –McGregor -Principal

Mrs. A. Strozza – Title 1 Coordinator, Teacher of Special Education

Ms. J. Fico – General Education Teacher

Mrs. S. Solomon - Teacher of ENL

Ms. S. McNamee- Social Worker

Mrs. A. Candal- General Education Teacher

Ms. J. Powell – Parent

Miss Jasmine McKenzie - Student

And in partnership with the staff, students, and families of Graham 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 2022-23 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 (New York State Education Department) 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 2022-23?</p>	<p>We commit to (PLC) professional learning communities that will continue to adhere to the process of (RTI) Response to Intervention to ensure the collaboration of teachers to utilize data to plan for differentiated instruction to meet the needs of all subgroups.</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>Direct communication with families by classroom teachers and service providers will continue to occur on a regular basis to ensure families are aware of their child's academic status.</p> <p>The RTI Team will identify the students most at risk based on multiple points of assessment. The RTI Team will meet every 6 weeks (about 1 and a half months) to discuss plans of action based on the progress monitoring data.</p> <p>Based on the 2018-2019 DTSDE Review, teachers will continue to provide direct explicit instruction to students, as well as checking for understanding throughout the lesson to ensure student success.</p> <p>The administration and the RTI design team will analyze end of program data for targeted Tier 2 and Tier 3 students entering grades 2-6. This data will be used to develop student RTI plans in ELA (English Language Arts) for the 2022-2023 SY.</p> <p><i>"How Learning Happens?"</i> informs us that students must see themselves reflected in their learning. Students are aware of their abilities and must be provided rigorous instruction with choices of differentiated learning experiences planned to address their individual learning needs.</p>

Commitment 1

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>Administration and the RTI Design Team will analyze end of program data for targeted Tier 2 and Tier 3 students</p>	<p>Entering grades 2- 6. This data will be used to develop student RTI plans in ELA, Math and SEL (Social Emotional Learning) for the 2022-2023 SY</p>	<p>Progress monitoring BOY (Beginning of Year), MOY and EOY</p>	<ul style="list-style-type: none"> • Scheduling Meeting by RTI Coordinator • RTI Team Members • Teacher coverage
<p>Administration will ensure that grades K-8 mathematics teachers use multiple data points.</p>	<p>Diagnostic and ongoing progress monitoring utilizing i-Ready®, teacher created assessments, MDIS Kit to inform instructional planning for small groups and interventions (RTI)</p>	<p>Progress monitoring BOY, MOY and EOY</p> <p>Fluency, Guided Practice - Visual Learning & Concept Development/Modeled Instruction, Independent Practice, IOA Small Group Work, Student Debrief and Exit Ticket and Differentiated Homework</p>	<ul style="list-style-type: none"> • Scheduling of assessments • Staffing to cover classes during RTI meeting • Supplemental Curriculum Materials

Commitment 1

<p>Data-driven homogeneous groups will be formed when applicable.</p>	<p>Administer BOY, MOY, and EOY (i-Ready®, Dibels) assessments to monitor student progress and adjust delivery of instruction.</p>	<p>Specialists will meet with classroom teachers to review student performance data and collaborate on goal-settings for students.</p>	<ul style="list-style-type: none"> • Staffing coverage during data meeting • Scheduling of the RTI meeting • Iready Diagnostics • Dibels • Learning A to Z for running records
<p>Administration will ensure that grades K-8 ELA teachers use multiple data points.</p>	<p>Diagnostic and ongoing progress monitoring utilizing Waterford (K –1), i-Ready® (2-8), teacher-created assessments, and Foundations (K-3) to inform instructional planning for small groups and interventions (RTI).</p>	<p>Progress monitoring BOY, MOY and EOY</p> <p>Fluency, Guided Practice - Modeled Instruction, Independent Practice, Running Records</p>	<ul style="list-style-type: none"> • Administrative walk-throughs and observations • Staffing coverage during administration of Dibels • Schedules • Curriculum Materials; Foundations , Iready, LLI MDIS kits
<p>Grade level PLCs (Professional Learning Communities) with Support specialist (RR, CTS, ELL (English language learners), Reading Specialist will occur weekly.</p>	<p>To ensure proper academic alignment across grade levels. Analyze student data, and create common assessments</p>	<p>Vertical PLC (Professional Learning Community) will meet every 5 weeks. Individual Grade Level PLC will meet weekly.</p>	<ul style="list-style-type: none"> • Staffing coverage for PLC • Common PLC Scheduling

Commitment 1

<p>The RTI Team will identify students most at risk based on multiple points of assessment.</p>	<p>The RTI Team will meet and discuss plans of action and monitor every 6 weeks (about 1 and a half months).</p>	<p>Data points based on tier 2 and tier 3 instruction</p>	<ul style="list-style-type: none">• RTI periods in Master schedule• Diagnostic assessments
---	--	---	---

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 teacher helps me when I need it. 92% responded that they agree or strongly agree with this statement	95% agree
Staff Survey	My school has rigorous curriculum 85% responded that they agree or strongly agree with this statement	100% agree
	The staff want the students to be successful. 86% agreed or strongly agreed with this statement	90% agree
	I am given the instructional support I need to teach my students. 71% agreed or strongly agreed with this statement	100% agree
Family Survey	My child’s teacher gives me helpful ideas about how I can support my child’s learning. 88% of families responded that they agree or strongly agree	95% agree

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 2022-23 school year.

Commitment 1

Reduction of the number of students being referred for RTI or to CSE by 50%

Administrative RTI checklist to ensure RTI is implemented with 80% fidelity

Multiple data assessment points that show an increase in grade- level proficiency rates of 50%

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to continuing to decrease the amount of chronic absenteeism to meet State and Federal Guidelines.</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? 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>It is critical that students are in school consistently to ensure their academic success. Chronic absenteeism has a proven negative impact on academic achievement and social skills.</p> <p>Although we continue to experience COVID absenteeism, students are assimilating back into the structure and culture of expectations of the educational environment.</p> <p>The <i>"How Learning Happens"</i> document influenced this commitment as it is essential that <i>"Every child feels safe, respected, supported, and a true sense of belonging."</i> We believe this will increase daily attendance. Students need to be present to learn; we strive to have lifelong learners at Graham.</p> <p>Administration and faculty will continue to strive for a safe, warm, and engaging school climate to promote attendance. This aligns with the vision that students are Responsible, Respectful and Ready to Learn. Today Tomorrow and in the Future</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>Look for patterns of absenteeism, (Fridays, Mondays)</p>	<p>All classroom teachers will call the parent of any student who has been out two consecutive days without any prior notification to inquire the reason and the date of return</p> <p><i>The guidance counselor and social worker will reach out to those parents and inform them of the repercussions which result from excessive absences.</i></p> <p><i>Monthly attendance meeting with administration</i></p> <p>Continue to work with the homeless liaison to ensure students who have been displaced are provided adequate transportation to combat lateness and absence or suggest to the parent/guardian a school in closer proximity to where they are residing.</p> <p>Continue to check middle school attendance to ensure all attendance was</p>	<p>Run reports in Cognos and data warehouse for students</p>	<ul style="list-style-type: none"> • Guidance and administrators need time in their schedules to build and monitor this early warning system

Commitment 2

	<p>reported every period to limit the number of class period absences to under 4 and avoid the student and the school being charged a full day's absence.</p> <p><i>CPS cases may be opened on family for educational neglect.</i></p>		
Incentives for Perfect Attendance.	Quarterly Assemblies to celebrate students with perfect attendance.	Data reports	<ul style="list-style-type: none"> • Data Consultant • Assembles and incentives or rewards
SEL Activities	Student engagement to help promote self-awareness, self-management, social awareness, relationship skills and responsible decision - making	<p>Increase attendance rate</p> <p>Integrating SEL and how it can have a positive impact on academic achievement</p>	<ul style="list-style-type: none"> • SEL activities in school • SEL trips to build relationships • Workshops for families

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	I enjoyed coming to school. Of the students surveyed, 41% responded that they agreed or strongly agreed with this statement	80% agree
Staff Survey	Graham is a great place for students to come to get an education. Of the staff surveyed, 50% responded that they agreed with this statement.	100% agree
Family Survey	The staff at Graham work hard to build trusting relationships with parents/guardians/families. Of the families surveyed 53% responded that they agree or strongly agreed with this statement. My children feel like they belong to this school. Of the families surveyed 58% responded that they agreed or strongly agreed with this statement.	90% agree 95% agree

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 2022-23 school year.

Commitment 2

We strive to have 94% or higher attendance. We monitor our attendance rate with the Data Consultant and the Cognos management system.

Incentives for improved and perfect attendance

Students having a sense of belonging to the Graham Community.

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 2022-23?</p>	<p>We are committed to a schoolwide PBIS (Positive Behavior Interventions and Supports) implementation with revised and updated protocols to reinforce individualized positive behavior outcomes through tiered applications.</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>The goal of Graham Elementary School (PreK-8)'s PBIS is to promote and teach positive behaviors to maximize academic success for all students.</p> <p>Our school vision is that our students: <i>Be Responsible, Respectful and Ready to Learn, Today, Tomorrow, and in the Future.</i> PBIS supports and responds to students' social, emotional, and behavioral needs.</p> <p>We are committed to implementing a revised and updated PBIS to proactively support appropriate behavior and to prioritize the full scope of child development. This is critical for our students considering the lack of social and academic experiences they have missed in the last two years due to COVID. During student interviews, we learned what many students missed were experiences through field trips and in-person events and activities.</p> <p>The <i>"How Learning Happens?"</i> document influenced this commitment because when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom.</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?
PBIS Strategies	<ul style="list-style-type: none"> • Teaching • Modeling • Reinforcing Positive Social Behavior 	The two focus areas for the 2022-2023 school year will be classroom and lunch periods since many negative behaviors happen in less structured areas.	Incentives Data collection
Data Collection	Information that is used to identify status, need for change and effects of interventions	Monthly meeting to analyze the data	Data collection
PBIS Kickoff	<p>Learn about PBIS – All Staff, Students, and families</p> <p>PBIS Matrix</p>	<p>Creating action plan</p> <p>Enlist parents to be partners</p> <p>Staff Buy in – training</p> <p>Celebrating commitment to student success – academic, social, and emotional and behavioral</p>	<p>Supplies for the Kickoff</p> <p>Staffing Resources for planning and preparation</p>

Commitment 3

School Climate Survey	SCS (School Climate Survey) – completed fall of 2022 and Spring 2023	To determine the status of PBIS as perceived by all stakeholders	Data Collection
Rewards	Recognition assemblies	Award tickets to students who display notable examples of students who are responsible, respectful, and ready to learn.	Data Collection Awards

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	75% of the students responded highly to being reminded of the mantra of Responsible, Respectful and Ready to Learn. 78% of the students responded highly that my school teaches me to respect people of all backgrounds. Students do not bully each other in this school. 69% responded in disagreement.	90% agree 90 % agree 75% agree
Staff Survey	In this school, students meet behavioral expectations. 79% responded in disagreement with this statement There are strong school-community partnerships at my school. 60% responded in disagreement	70% agree 75% agree
Family Survey	Students do not threaten and/or bully each other. 35% responded in disagreement with this statement	75% agree

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 2022-23 school year.

Commitment 3

SCS survey result
Monthly Starbuck points data collection
Decrease in referral and Suspension rates

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 2022-23?</p>	<p>We are committed to building trusting relationships and deepening connections among students, staff, parents, and the community. This is a foundation for students being more engaged with learning.</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>Our school community is dedicated to utilizing resources for fostering relationships, and building stronger family, school, and community connections. We believe increasing parental involvement encourages students to regularly attend school and school-based activities. It also has a positive effect on students' self-esteem and student achievement. It builds family and school connections</p> <p>This commitment is influenced by the "How Learning Happens" document. Adults in both the school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential.</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?
Strengthen PTA	During Meet and Greet, a PTA presentation will explain the mission and vision of the school and how to be more active in school events	Increase enrollment and participation in events.	<ul style="list-style-type: none"> • Nominations of the executive board and elections, • Class parents • fundraising initiatives
Use of AVID (Advancement via Individual Determination) strategies to increase parental involvement	Provide parent education on AVID strategies. Parental commitment plays a significant role in the child’s academic and social development.	The AVID mission is to close the achievement gaps by preparing all students for college readiness and success in the global community.	<ul style="list-style-type: none"> • AVID workshops • Parent training
Family Engagement Nights	Hold multiple events throughout the year to promote parent involvement such as; SEL activities, Curriculum Evening, Movie Nights, Read Alouds, Dances, and Dads Day.	Increased parental involvement in events	<ul style="list-style-type: none"> • Staff Volunteers • Security and Custodians • Material and supplies
Field Trip	Give students opportunities that have been missing over the last two years. Rewards for positive behaviors Bonding with peers	Trip outcomes	Trip costs Transportation Chaperones

Commitment 4

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 family helps at my school. 55% responded in disagreement.	60% agree
Staff Survey	There are strong school-community partnerships at my school. 60% responded in disagreement.	75% agree
Family Survey	I am encouraged to volunteer at my child's school. 63% responded that they agreed with this statement.	75% agree

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 2022-23 school year.

Increase in PTA membership of both parents and staff by 50%.

Family support at PTA events increased by 50%.

Increased attendance at Graham Events during and after school by 25%.

Initiating a Grandparent program and Class parent program.

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 (Every Student Succeeds Act). 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Discuss issues around student learning and SEL by collecting and analyzing data. Develop and try out instructional solutions then assess the impact of those solutions.

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. N Hunter-Mcgregor	Principal
Mrs. A. Strozza	SPED Teacher
Mrs. A. Candal	Grade 5 Teacher
Ms. J. Fico	Grade 4 Teacher
Mrs. S. McNamee	Social Worker
Miss J McKenzie	Scholar
Ms. J. Powell	Parent
Mrs. S. Solomon	ENL Teacher

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
6/1/2022			x	x		
6/5/2022			x	x		
6/10/2022	x		x			
6/11/2022			x		x	
6/12/2022			x		x	
6/13/22	x		x		x	
6/17/22			X		X	
6/18/22			x		x	
6/19/22					X	
6/20/22					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

15 students were interviewed face to face and 117 students were surveyed. The student interviews gave the SCEP Team insight into their needs both academically and socio-emotionally. This allowed the team to create appropriate opportunities/intervention strategies to meet the academic and social/emotional needs of our students.

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. 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 2022-23 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 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.