



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mount Vernon	Grimes	K-8

### Collaboratively Developed By:

**The Grimes's School SCEP Development Team**  
Severin Cornelius (Principal), Dara Smalls, Donna Bailey, Caroline Prydal, Tom Itri, Alexis Gonzalez, Margie Soto, Jasmine Dupree (parent), Marcus Wright (student).

*And in partnership with the staff, students, and families of Grimes' 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 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 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 2022-23?</b></p>	<p>The school must revisit the conversations around what engagement should entail in every class and grade to ensure there is a common understanding and use of strategies.</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>Student engagement will revolve around consistent practices that involve the utilization of AVID strategies. We are an AVID school and many of our teachers have attended AVID professional development sessions. Developing consistent practices around student engagement had the highest ranking in our teacher survey. Thirty-six percent of the teachers surveyed chose student engagement as a core commitment for 2022-2023.</p> <p>Quality student engagement fosters buy-in from the students. Students get excited about learning when the lessons are exciting. Student academic performance increases, and when students are engaged and excited.</p> <p>We must make learning fun for students. We want students to enjoy coming to school.</p> <p>Use resources written and developed from racially, culturally, and linguistically diverse perspectives.</p> <p>Teachers will put data systems in place to ensure student engagement, focus and accountability.</p> <p>Leaders through classroom observations will monitor and ensure that implementation through student engagement and grouping is successfully meeting student needs.</p> <p>To build engagement teachers will emphasize the utilization of collaborative groupings. They will base their groupings on data.</p>

Commitment 1

## 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?
<b>Utilization of AVID strategies</b>	Attending professional development workshops and discussing different strategies in PLCs.	We should see progress reflected in our data. Our formative and summative assessments should improve as a result of increased and positive student engagement.	Budgeting for teachers to attend AVID workshops.  Allot time in the schedule for PLCs to review the effectiveness of the AVID strategies.
<b>Utilization of rubrics</b>	Teachers will assess students on their engagement and participation, by setting clear rubrics and communicating expectations.	Students will be able to demonstrate, apply and test what they are learning in new situations. Setting clear rubrics and expectations will provide opportunities for students to integrate and apply knowledge that is essential to deep, meaningful learning experiences.	PLC meetings, professional development when needed. Time for teachers to collaborate and create

Commitment 1

<p><b>Classroom Observation</b></p>	<p>Leaders, through classroom observations will monitor student engagement. Administrators will formally and informally assess student engagement through the utilization of teacher observation rubric.</p>	<p>State assessment data and formative assessment data will help us determine whether this strategy is working.</p>	<p>Professional Development</p>
<p><b>Implement culturally responsive teaching to enhance student engagement</b></p>	<p>Teachers will receive professional development on culturally responsive pedagogy.</p>	<p>There will be a change in culture throughout the building. We will measure culture change through the utilization of staff, student, and parent surveys.</p>	<p>There will be a financial commitment to improving culturally relevant pedagogy through books and professional development.</p>

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>	<a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdURTZaQkIVOEdLNVBLOURYSEYyUDNDQkpDOC4u&amp;Token=0fb4893c-0fd1-4d37-b7f5-3e10c9753ab8">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdURTZaQkIVOEdLNVBLOURYSEYyUDNDQkpDOC4u&amp;Token=0fb4893c-0fd1-4d37-b7f5-3e10c9753ab8</a>	
<b>Staff Survey</b>	<a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYVONVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYVONVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced</a>	

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

We believe that emphasizing culturally relevant pedagogy and utilizing surveys will help us progress in commitment number one. As the Grimes community continues to diversify, we will ensure that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials within the school building. Furthermore, it will require that faculty and staff learn more about students and their interests. We will also engage all students with skills and concepts they are interested in and those that provide moderate challenges. Doing this will put students in a much better position to achieve success.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>Ensure that units and lesson plans are guided by data-drive instruction (DDI) that both aligns with NYS Next Generation Learning Standards and meets students’ academic needs.</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>Data allows us to better understand students’ academic needs. By understanding these needs, the school community can better support student achievement and growth.                  Instruction should be based on data and drive the purpose of units and lessons.</p> <p>Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs/ With appropriate analysis and interpretation of data, educators can make informed decisions that positively impact student learning and outcomes.</p> <p>Data allows us to identify resources that will ensure equity across grade levels. For example, data can drive how we distribute supports (tangible resources, Teaching Assistants), financial resources, and personnel while determining our weakest areas.</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?
<b>Data Analysis</b>	Organizing and analyzing data to create an action plan for the upcoming weeks.  After each diagnostic, grades 2-8 should meet to analyze data and plan for the upcoming units to meet the needs of learners	Growth on assessments, specifically diagnostic assessments used to gauge student growth	Data protocols  National School Reform Faculty Protocols for Data (NSRF) <a href="https://www.nsrffharmony.org/wp-content/uploads/2017/10/data_driven_dialogue_0.pdf">https://www.nsrffharmony.org/wp-content/uploads/2017/10/data_driven_dialogue_0.pdf</a>
<b>Understanding by Design</b>	Backwards planning that utilizes pre assessments/ diagnostic to ensure lessons and units meet the needs of students	Improvement in final assessments that show growth from the pre to post assessment	Ongoing professional development  Time to focus on UbD, determine common assessments
<b>Goal Setting</b>	Students taking ownership of learning by explicitly understanding the goal of growth	Look back at student goals and determine if goals were met. Create new goals once the	Time for teachers to establish goal setting protocols with students (Beginning of the year, revisited throughout the year)

Commitment 2

		original goal was met (three times a year)	
<b>Standardizing PLC structure</b>	Regular assessments of PLCs done by PLC members and building administration	<p>Reflective in the quantitative data (iReady and Standardized tests)</p> <p>Reflective in qualitative data (Pre, mid, post building survey that would evaluate building needs and to elevate PLC experience)</p>	<p>Time within the schedule for teachers to meet in their PLCs</p> <p>Building wide assessment for PLCs</p> <p>Surveys</p> <p>PLC template</p>

## 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>	<a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdURTZaQkIVOEdLNVBLOURYSEYyUDNDQkpDOC4u&amp;Token=0fb4893c-0fd1-4d37-b7f5-3e10c9753ab8">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdURTZaQkIVOEdLNVBLOURYSEYyUDNDQkpDOC4u&amp;Token=0fb4893c-0fd1-4d37-b7f5-3e10c9753ab8</a>	
<b>Staff Survey</b>	<a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYVONVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYVONVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced</a>	

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

Looking at our iReady data: Each class should strive to make 100% growth throughout the academic year. 50% of the class should reach their iReady stretch goal

standardized state scores: 3-5% growth in proficiency rate each year

Attendance and suspension data should improve over the course of the year

Surveys should show an improvement in morale and school community

Administrative formal/informal observation scores will reflect the progress toward commitment 2

## 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 2022-23?</b></p>	<p>Ensure the instructional practices and strategies are organized around annual, unit, and daily, lesson plans that address all student goals and needs.</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>When planning a lesson, a teacher can guarantee that instruction will be effective and appropriate for learners from a wide range of cultural pedagogy. Effective planning includes built-in flexibility so that teachers can respond to what the data reveals about their students' learning as they teach. Planning a series of lessons involves the teacher's knowledge of prior learning, their learning style, what is required to complete the curriculum, and finding the best resources and activities to help students learn.</p> <p>All teachers prepare to meet educational goals of all students including, but not limited to, various tools to design comprehensive lesson plans to meet the curriculum objectives, utilizing multimedia and technology, up to date teaching materials and cooperative learning.</p> <p>Daily instruction includes:</p> <ul style="list-style-type: none"> <li>• Direct Instruction – traditional method</li> <li>• Interactive – Interaction and discussions</li> <li>• Experimental Learning</li> <li>• Independent Study</li> <li>• Foundational Skills Collaborate with 1 grade under to discuss expectations</li> </ul> <p>Background *abilities * behaviors *personalities*</p>

### Commitment 3

Infuse Social Emotional Learning into the lesson plan design to ensure the development of the whole child. For example, utilizing Positive Behavior Intervention Services (PBIS) throughout our PLCs, curriculum meetings, and RTI meetings.

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?
<b>Year Long Social Emotional Curriculum (School Wide)</b>	Establishing planning time to create a year-long curriculum that engages students in Social Emotional Learning.	<ul style="list-style-type: none"> <li>• Improved behavior (less detention/ referrals, behavior issues decrease etc.)</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• SEL resources</li> <li>• Technology resources</li> </ul>
<b>Continuing our commitment to Professional Learning Communities</b>	Development of a building wide schedule that supports common planning and curriculum development	<ul style="list-style-type: none"> <li>• Establish PLC Benchmarks</li> <li>• Provide structure and guidance for PLC time</li> <li>• Foster a culture of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible schedule</li> <li>• PLC Templates</li> <li>• Professional Development</li> </ul>



## 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)
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<b>Staff Survey</b>	<a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYV0NVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=8u0zEzEag0GJOy6vWUZPQHJbIrsjnnxLIWYJrxWAKVdUOVBYV0NVQkRLSUIQNVJJTDdGWUpLMzQzOS4u&amp;Token=3c1e0bdf62564b2f9d22ddc7fb8c1ced</a>	

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

School attendance and suspension data should improve over the course of the year.

Administrative formal/informal observation scores will reflect the progress toward commitment 3

## Commitment 4

## 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:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<ul style="list-style-type: none"> <li>• Discuss issues around student learning</li> <li>• Collect and analyze data</li> <li>• Develop and try out instructional solutions</li> <li>• Assess the impact of these solutions</li> </ul>

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
Severin Cornelius	Principal
Dara Smalls	Counselor
Caroline Prydal	Teacher
Margie Soto	Teacher
Donna Bailey	Teacher
Tom Itri	Teacher
Alexis Gonzalez	Teaching Assistant
Marcus Wright	Student
Jasmine Dupree	Parent

## 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
5/23/2022	x		x	x	x	
6/6/2022	x	x	x	x	x	
6/14/2022		x	x	x	x	
6/17/2022			x	x	x	
6/21/2022		x	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**

We utilized the student interviews to inform us of our needs for social-emotional support. The student survey gave us insight into how students feel about culturally relevant pedagogy and race and equity.

### Equity Self-Reflection

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

**Allows the team to look at our capacity to grow awareness of biases and assumptions that are detrimental to a school's culture. It also supports intellectual and personal work across the school community to build knowledge, commitment, and skill to address equity issues and provide a culturally responsive environment.**



## 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 adjustment to their plans when appropriate.