



# School Comprehensive Education Plan

## 2022-23

| District                          | School Name         | Grades Served           |
|-----------------------------------|---------------------|-------------------------|
| Northeast Central School District | Webutuck Elementary | Pre K – 3 <sup>rd</sup> |

**Collaboratively Developed By:**

**The WES SCEP Development Team**

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*And in partnership with the staff, students, and families of Webutuck Elementary School.*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

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.

### Strategies

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 Team

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

- [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](#)

## COMMITMENT I

### Our Commitment

|  |   |
|--|---|
| <p><b>What is one commitment we will promote for 2022-23?</b></p>  | <p>Parent Engagement</p>  |
| <p><b>Why are we making this commitment?</b><br/> <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>• Student survey wanted parents to be more involved in activities and in discussions- want parents to be part of the school community.</li> <li>• Based upon the Equity Self Reflection- being cognizant of ELL families and increase communication opportunities.</li> <li>• SEL and academic well-being, improve students and increase student's desire to come to school</li> <li>• Need parent feedback about what their child(ren) interests are – student inventory and parent questionnaire, encourage parental involvement and connections</li> <li>• Continue to encourage and development opportunities for parents to volunteer in the classrooms (Mystery Reader)</li> </ul> |

## Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS  | RESOURCES   |
|--|--|--|---|
| What strategies will we pursue as part of this commitment?     | What does this strategy entail?  | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?                                  |
| <b>Family Fun Night- One Book, One Summer</b>                  | Choosing events that we have high levels of parental involvement and capitalize on prompting academics | Parent survey question<br>Teacher questionnaire  | Consistently involve the PTA<br>Books ordered<br>Project Choice Maps in English and Spanish<br>Weekly Seesaw message<br>Teacher newsletters |
| <b>Parent Volunteers to help out in the classroom</b>          | Reading once a week<br><br>Parent selects book and gets approved by the classroom teacher              | Parent survey question<br>Teacher questionnaire<br>Increase in the number of volunteers<br>Student feedback  | PTA will coordinate<br>Teacher Questionnaire  |
| <b>Before/After School Programs</b>                            | Offering before and/or after school clubs for students based upon interest                             | Student interest inventory<br>Student feedback   | Create a schedule for TAs<br>Continue with Girl Scout troops<br>Include 4H?   |
| <b>Grade Level/Class Newsletter – includes Tips and Tricks</b> | Each grade level or teacher  | Survey question response   | Access to Seesaw<br>Paper copy if preferred   |

Commitment 1

|                            |   |   |   |
|----------------------------|---|---|---|
|                            |   |   | Translated newsletters need to be available for parents   |
| <b>Parent Expectations</b> | <p>Clearly define school expectations through a student and parent handbook</p> <p>Grade level trimester brochure – scope and sequence</p> <p>Grade level curriculum maps</p> | <p>Parent Survey</p>  | <p>Subcommittee to develop Parent Handbook</p> <p>Handbook both in English and Spanish</p>  |
| <b>Parent Visitor Day</b>  | <p>Invite parents in over the summer to help beautify the building (Mindfulness Room mural)</p>   | <p>Parent participation in the event</p> <p>Feedback from parents</p> <p>List of ongoing projects</p> | <p>Flyer sent out via Seesaw</p> <p>Delegate a parent to coordinate this event</p> <p>Speak to PTA about support and refreshments</p> |
|                            |   |   |   |

## End-of-the-Year Desired Outcomes

Schools 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<br>(e.g. % agree or strongly agree)   |
|-----------------------|---|--|
| <b>Student Survey</b> | Do your parents want to participate in WES activities and events?   | January Target: 50% are comfortable to somewhat comfortable  |
| <b>Staff Survey</b>   | How comfortable are you having parent visitors coming into the classroom to help with a special event, share a family tradition, or read a book to the whole class?                         | January Target: 50% are comfortable to somewhat comfortable  |
| <b>Family Survey</b>  | <p>Do you feel the school does a good job of communicating to parents? (information, events, policies, opportunities)</p> <p>Which types of communication do you find the most helpful?</p> | <p>January Target: 75% are comfortable to somewhat comfortable</p> <p>Parents will have the options to check the following boxes:<br/> All Call<br/> Text Blast<br/> Email<br/> Seesaw Announcements<br/> Teacher Newsletters<br/> Other</p> |

Commitment 1

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.

By the end for the 2022-2023 school year, we are looking for 85% of responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open ended questions for suggestions and comments.



## COMMITMENT 2

### Our Commitment

|   |   |
|---|---|
| <b>What is one commitment we will promote for 2022-23?</b>  | Student Voice   |
| <b>Why are we making this commitment?</b><br><i>Things to potentially take into consideration when crafting this response:</i> <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>• Our vision is "child-centered".</li> <li>• Student survey results indicate that students want to have a voice.</li> <li>• If the students feel welcome and being part of the school community, they will want to be at school daily.</li> <li>• Help to improve attendance by feeling a part of the school community.</li> <li>• Based upon parent feedback and student surveys, "shared ownership" we will take a closer look at how to conduct student led parent/teacher conferences</li> </ul> |

## Key Strategies and Resources

| STRATEGY   | METHODS   | GAUGING SUCCESS  | RESOURCES  |
|--|---|--|--|
| What strategies will we pursue as part of this commitment? | What does this strategy entail?   | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| <b>Student Input</b>                                       | The principal will eat with each grade at least 1x a month in the cafeteria   | We want it to be inclusive so a rotating schedule will be created  | Scheduled days in calendar and a note catcher to gather student thoughts, ideas or suggestions             |
| <b>Interactive Student Bulletin Board</b>                  | Principal will pose a question each month and have it displayed on the bulletin board outside the office.   | Responses will be monitored on a monthly basis. Questions will also be wrapped into the Morning Announcements  | 10 predetermined questions<br><br>Post-its   |
| <b>Student Choice</b>                                      | Providing students with the opportunity to have more choice in their learning, books, and projects. Classroom teachers will incorporate choice boards to use with their students when possible. | Student feedback through survey question   | Set time in the faculty meeting or a department meeting to share out different ideas that have been tried. |
|  |   |  |  |
|  |   |  |  |

## End-of-the-Year Desired Outcomes

Schools 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<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | Would you like the opportunity to meet with the principal on a monthly basis to discuss ideas or what to improve our school?   | January Target: 60% agree or strongly agree          |
| <b>Staff Survey</b>   | <p>How comfortable are you with incorporating strategies to support student voices within your classroom?</p> <p>Follow Up Questions:<br/>Do you feel that the PD offered was informative and provided you with the opportunities for new learning?</p> <p>Do you feel that you need further resources or support to help build student voice in your classroom?</p> <p>What strategies/ideas did you try to incorporate into your classroom that you felt were successful? (What strategies/ideas do you currently incorporate into your classroom to promote student voice that are successful?)</p> | January Target: 60% agree or strongly agree          |
| <b>Family Survey</b>  | Does your child have interests or are they knowledgeable in an area and is comfortable enough to share this with the class?  | January Target: 50% agree or strongly 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

By the end of the 2022-2023 school year, we are looking for 80% of responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open-ended questions for suggestions and ideas.

## COMMITMENT 3

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

### Our Commitment

|   |  |
|---|--|
| <b>What is one commitment we will promote for 2022-23?</b>  | Inclusivity and Differentiation  |
| <b>Why are we making this commitment?</b><br><i>Things to potentially take into consideration when crafting this response:</i> <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>• Fits into the WES vision, strong foundation for academic knowledge base, enrichment should be considered as well, teaching individual children and not just the content.</li> <li>• Based upon the Self-Equity Survey- students/staff to become experts and a shared sense of ownership</li> <li>• Based upon the data shared diagnostic and prescriptive teaching needs to occur.</li> <li>• This allows teachers to break down and focus on individual student needs</li> <li>• Teachers acknowledge of where their students are academically but also parent questionnaire</li> <li>• Assigning one AIS/Enrichment provider per grade level to provide small group instruction</li> <li>• Teachers will work with students on individual goal setting, not only for academics but also for other constructs</li> </ul> |

## Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS  | RESOURCES  |
|--|--|--|--|
| What strategies will we pursue as part of this commitment? | What does this strategy entail?  | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?             |
| <b>PD or Book Study</b>                                    | -PD or Book Study on Differentiation   | Have common language<br>Enhance our toolbox of strategies for differentiation  | Faculty Meeting 10 to 15 minutes<br><br>Cheat sheet for a quick reference  |
| <b>Mindfulness Room</b>                                    | Setting up the Mindfulness Room  | A check sheet will be created to monitor the use of the Mindfulness Room<br><br>Also we will be creating a list for additional resources and additions             | Schedule for open times and an attendance sheet<br><br>Parent Volunteer group to paint a mural on the wall             |
| <b>Resources for Families</b>                              | Research and compile a list community resources for families<br>-mental health<br>-food<br>-clothes<br>-shelter<br>-Open Doors Health Clinic | Social Workers are a starting point to gather what resources that are now available to families in our community   | Brochure<br><br>Website<br>Monica will continue to collaborate with the social works to streamline a list of resources |
| <b>Follow Up Differentiation</b>                           | 4 In-person visits and 1:1 teacher conferencing. Also time to meet with the  | Check in using fidelity rubric   | Substitutes to cover classroom teachers  |

Commitment 3

| Sessions for<br>FUNDations | principal to ensure fidelity of lessons<br>using rubric | Continue to shift from<br>whole group instruction to<br>small group instruction | Manuals and checklists |
|----------------------------|---|---|------------------------|
|                            |   |   |                        |

## End-of-the-Year Desired Outcomes

Schools 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<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | Is there a school adult that you feel a connection to?<br><br>Follow Up Questions:<br>What are the names of the adults that you feel most comfortable with?            | January Target: 75% comfortable or very comfortable  |
| <b>Staff Survey</b>   | Have your Focus Walls helped in differentiating your instruction?<br><br>Follow Up Questions:<br><br>How have you incorporated the Focus Wall into your daily lessons? | January Target: 60% comfortable to very comfortable  |
| <b>Family Survey</b>  | My child's academic and social/emotional needs are being addressed on a regular basis by the classroom teacher?  | January Target: 75% Agree or Strongly 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

By the end of the 2022-2023 school year, we are looking for 90% responses from the parent, student, and staff surveys to be somewhat comfortable and comfortable to the quantitative questions. We are also looking for qualitative feedback by using open ended questions for suggestions and ideas.

## COMMITMENT 4

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

### Our Commitment

|   |  |
|---|--|
| <b>What is one commitment we will promote for 2022-23?</b>  |  |
| <b>Why are we making this commitment?</b><br><i>Things to potentially take into consideration when crafting this response:</i> <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> |  |

## Key Strategies and Resources

| STRATEGY   | METHODS                         | GAUGING SUCCESS  | RESOURCES  |
|--|---------------------------------|--|--|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |                                 |  |  |
|  |                                 |  |  |
|  |                                 |  |  |
|  |                                 |  |  |
|  |                                 |  |  |

## End-of-the-Year Desired Outcomes

Schools 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<br>(e.g. % agree or strongly agree) |
|-----------------------|------------------------------------|--|
| <b>Student Survey</b> |                                    |  |
| <b>Staff Survey</b>   |                                    |  |
| <b>Family Survey</b>  |                                    |  |

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.

## Evidence-Based Intervention

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

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

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

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

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

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

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



### State-Supported Evidence Based Strategy

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

| Evidence-Based Intervention Strategy Identified   | Principal Leadership Development   |
|---|--|
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Participating in this opportunity will strengthen the leadership skills of the building principal therefore supporting all three commitments and the growth of the building. |

## 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>Mentoring Intervention</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  |
|--------------------|---|
| Jennifer Hengen    | Building Principal  |
| Anastasia Demetros | Special Education Teacher   |
| Monica Baker       | ENL Teacher and Community Liaison                                     |
| Renee Palmer       | Kindergarten Teacher and PBIS/SEL Department Lead                     |
| Patricia Hammond   | 2 <sup>nd</sup> Grade Teacher and Math/Social Studies Department Lead |
| Stefanie Milot     | AIS Provider and ELA/Science Department Lead                          |
| Katja Schultz      | Parent Member   |
| Jessica Diester    | Parent Member/BOE Member  |
| Nichole Reyes      | Parent Member/BOE Member  |
| Megan Musgrove     | Parent Member/Lead Parent Volunteer Coordinator                       |
|                    |   |
|                    |   |
|                    |   |
|                    |   |
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## Our Team's Process

|  |  |
|--|--|
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|--|--|



## 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 (OPTIONAL)

## 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 | OPTIONAL: Completing the "Leveraging Resources" document |
|------------------------|-----------------------|--|---|---|------------------|--|
| March 31st             |                       | X  |   |   |                  | X  |
| April 7 <sup>th</sup>  |                       | X  |   |   |                  |  |
| April 20 <sup>th</sup> |                       | X  | X   | X   |                  |  |
| May 4 <sup>th</sup>    |                       | X  | X   | X   |                  |  |
| May 18 <sup>th</sup>   |                       |  | X   | X   |                  |  |
| May 20th               | X                     |  |   |   |                  |  |
| June 13 <sup>th</sup>  | X                     |  |   |   | X                |  |
| June 21st              | 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**

As a committee, we selected students from various backgrounds and had staff interview students whom they had a relationship with. This process took place over a two-week period and once the student responses were collected, the committee looked for common themes. There were some similarities from the responses from the year before but we tried to capitalize on those successes and build loftier goals.

#### Equity Self-Reflection

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

This year, we really spent time reflecting upon the practices that we put into place this current school year and what we could capitalize on and improve. Once again with our high ENL population, we focused on ensuring that information that was going home to parents was accessible in their home languages.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
  - b. **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 2022-23 school year.
  - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school
  - b. Monitor implementation closely and make adjustments as needed
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.