



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Cheektowaga Central School District	Union East Elementary School	UPK-Gr. 4

Collaboratively Developed By:

The Union East Elementary SCEP Development Team

- Melissa Mitchell - Principal
- Julia Hamels - Assistant Principal
- Stephanie Anderson - Assistant Principal
- Shannon Stroh-Teacher
- Melissa Rogers-Teacher
- Sarah Swiatek-Parent
- Masuma Akther-Parent
- Shai Arnold-Parent

And in partnership with the staff, students, and families of Union East Elementary School

Guidance for Teams

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>What is one commitment we will promote for 2022-23?</p>	<p>Union East Elementary School commits to ensuring that every child feels safe, respected, and represented in our school community and has intentional opportunities to practice and build social-emotional and cognitive skills.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Data from the equity self-review indicate that the school is emerging in many of the practices outlined in the areas of warm and welcoming environments. Information gained from student focus groups indicate that students want better relationships with the adults in the building and would like bullying to be addressed in the school.</p> <p>The commitment focuses on belonging and intentionality and aligns with the vision and mission of the district to inspire all students to learn at high levels. The priority of the district is to improve student learning and create opportunities for our students that incorporate 21st Century Skills.</p> <p>The <i>How Learning Happens</i> framework states that "learning is social and the quality of our relationships and social interactions shape our ability to learn," and we feel that this is vital to the success of our students.</p> <p>The document further states "Adults in 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." During the pandemic, our students have experienced various types of trauma and it is imperative that schools address their social and emotional needs in order for them to learn and thrive.</p> <p>Data from the equity self-reflection indicate there are additional opportunities for the school to address this area in various ways to ensure student needs are met. Student and parent surveys indicate that students feel bullied at school and are not safe. Additionally, staff surveys revealed that 78% of staff do not feel prepared to meet the social and emotional needs of our students.</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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Project Positive (PP)</p>	<ul style="list-style-type: none"> ● Review of the 5 B's daily in classrooms and announcements ● Implement the The Peaceful Bus Program <ul style="list-style-type: none"> ○ Beginning of year with meet & greet with bus drivers ○ include Family involvement ● Provide monthly incentives for buses ● Spotlight one of the 5 Bs each month, include spotlight in month assembly ● Increased visuals throughout the school building ● Standardize the 5 B's across all grade levels on ClassDojo - <ul style="list-style-type: none"> ○ conduct weekly point check (admin) ○ Highlight on one B a week/month ● Announce Warrior Shout-Outs to begin right away in September <ul style="list-style-type: none"> ○ nominate a student a week ● Invite parent representation on project positive team ● Share project positive information through Dojo 	<ul style="list-style-type: none"> ● Increased Relationships ● Positive Behavior of Students ● Reduced discipline ● Projective Positive Calendar of Events (monthly) 	<ul style="list-style-type: none"> ● Funds for Peaceful Bus program ● Team to plan bus meet and greet ● Funds for monthly incentives ● Create Calendar of Events ● Invitation to parents ● Visuals - posters, signs, etc throughout the building ● Create menu for Dojo points

Commitment 1

<p>Kindness Connection Campaign</p>	<ul style="list-style-type: none"> ● Connect the initiative with Project Positive ● Prepare and send Family resources/updates quarterly (Dojo & paper) <ul style="list-style-type: none"> ○ make parents aware that this in lieu of No Bullying Campaign ● Facilitate monthly grade appropriate kindness lessons by social worker and/or counselor ● Create a Kindness Rock Garden ● Facilitate Parent Workshops to support the school-home connection 	<ul style="list-style-type: none"> ● Increased Relationships ● Positive Behavior of Students ● Reduced discipline ● Projective Positive Calendar of Events (monthly) 	<ul style="list-style-type: none"> ● Funds for monthly incentives ● Create Calendar of Events ● Invitation to parents
<p>Inclusive Cultural Wall Mural</p>	<ul style="list-style-type: none"> ● Create a Committee to plan out what the wall will entail (invite parents) <ul style="list-style-type: none"> ○ create a plan to involve all staff and students and families ● Begin to create the wall 	<ul style="list-style-type: none"> ● Affirmed Community ● More school Pride ● Increased Parental and Family Engagement 	
<p>Mentoring Program in Partnership with HS trained mentors</p>	<ul style="list-style-type: none"> ● Explore and create a partnership with an outside organization to mentor students ● Partner w/High School to secure mentors <ul style="list-style-type: none"> ○ create a plan to <i>increase</i> the number of mentorships to meet the needs of UE students ○ Consult with high school to determine if mentors can receive credits or community service hours?) ○ mentors meet with students at least 1x/weekly ○ Examine possibility of utilizing Middle School students and 3rd & 4th grade students to serve as Mentors for youngest students 	<ul style="list-style-type: none"> ● Increased student/teacher/peer relationships ● Decrease in student office referrals. ● Pre and post mentee/mentor perception surveys 	<ul style="list-style-type: none"> ● HS student mentors, time ● Adult to oversee the program (stipend) ● A classroom or mentoring space ● Student Services collaborating with MHA to monitor targeted students for groups using school data. ● Communication with parents and guardians of selected students on MHA groups and possible consent to participate.
<p>NBA (No Body Absent) Program</p>	<ul style="list-style-type: none"> ● Implement and monitor a tiered system based on attendance (School Counselor) 	<ul style="list-style-type: none"> ● Survey students in March 2023 to determine if 	<ul style="list-style-type: none"> ● Time to Meet schedule on school calendar.

Commitment 1

	<ul style="list-style-type: none"> ● analyze student attendance throughout the year ● Explore options for parent/family workshops centered on importance of student attendance ● Recognize student/teacher perfect attendance on a monthly basis (Hall of Fame) <p>Tiered Attendance System :</p> <ul style="list-style-type: none"> ○ 1) Review attendance data from the 2019-2020 school year and identify students who have missed four or more days of school to put them into proper Tiers. ○ 2) Reviewing supports given in each Tier: ○ Tier 3: Attendance Committee will call home to touch base with students and parents on a weekly basis to offer support and see what barriers are causing the absences. Home visits will be organized to reach out to students monthly. ○ Tier 2: Identified students' classroom teachers will touch base with parents via phone, email, Class Dojo on a weekly basis to either ask for what barriers arose that caused an absence or to specifically comment about great attendance. ○ Tier 1: Posters hung in the school promoting attendance, daily reminders on morning announcements regarding attendance, and reminders from the principal in monthly newsletters to parents will be offered. Class Dojo points will be given each day to students who 	<p>incentives are making a difference in their attendance and ask for feedback for other incentives that can be done for attendance.</p>	<ul style="list-style-type: none"> ● Incentives for students
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Commitment 1

	are present (in school or remote). Class stories will be posted on a daily/weekly basis to show parents what students are absent.		
Restorative Practice	<ul style="list-style-type: none"> • Conduct monthly PD/Book Study with staff (outside consultant). • New Staff members trained & veteran staff members refreshed • CPI Reminders PD - focused on positive relationships and deescalation 	<ul style="list-style-type: none"> • Increase in student ability to communicate their feelings in positive constructive ways. • Reduction in classroom referrals. • Staff survey • Fidelity checks to ensure restorative practices are being implemented across all classrooms during leadership learning walks • Increased student/teacher relationships 	<ul style="list-style-type: none"> • All staff trained on restorative practices. • All staff are constantly involved in the correct implementation. • Monthly restorative practice Professional Development by consultant
Golden Warrior	<ul style="list-style-type: none"> • Re-evaluate the process in which Golden Warriors are selected • Monitor on a 6 week cycle 	<ul style="list-style-type: none"> • Decrease in student behaviors. • Increase in student communication. 	<ul style="list-style-type: none"> • Teacher Recommendation • Student Referrals

Commitment 1

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> Students do not bully each other in this school. (40%) All students are treated fairly in this school. (49%) I am safe in school. (63%) 	No response = 80% Yes response = 80% Yes response = 80%
Staff Survey	<ul style="list-style-type: none"> Students do not threaten and/or bully each other in this school. (39%) I feel prepared to meet the social and emotional needs of my students. (78%) 	80% 90%
Family Survey	<ul style="list-style-type: none"> My child is treated fairly regardless of their race, culture, religion, sexual orientation, gender, or special needs. (73%) Students do not threaten or bully each other (37%) My child feels safe at school. (83%) The school provides a caring environment for my child. (90%) 	90% 80% 90% 96%

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.
<ul style="list-style-type: none"> By June 2023, the school’s Chronic Absenteeism rate will be less than 9% as measured by the school’s attendance records.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Commitment 2</p> <p>Union East Elementary School commits to ensure that every child has the opportunity and authority to drive and shape their own learning by engaging in meaningful learning that is relevant to them, whereby they can see themselves reflected in teachers, leaders and curriculum and learning material.</p>
<p>Why are we making this commitment?</p> <p><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 district's vision is to inspire, and we want to increase student voice so that students feel that they are heard in the classroom and the students building. In the students focus groups and on student surveys, students indicated that teachers did not know who they were as a person and wanted teachers to learn more about them and how they learn.</p> <p>Results from Parent, Student and Staff surveys conclude that UE is emerging in many areas of meaningful learning engagement. A teacher's role is to engage students in learning. Student engagement requires active participation, collaboration, and activities that maximize learning. Engagement in learning also requires students to feel safe in school.</p> <p>Data from the Equity Self Reflection indicated that the school has made strides in providing opportunities for students to learn in different ways, think critically and work independently.</p> <p>This commitment aligns to the areas of agency, meaningful learning and identity from the How Learning Happens framework.</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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Conferring during Reader/Writers Workshop Model</p>	<ul style="list-style-type: none"> • Create a portfolio of strategies to be used to address specific needs for conferring with students • Provide professional development through in-class modeling/coaching by Reader/Writers workshop trainer • Provide continued professional development in the workshop model 	<ul style="list-style-type: none"> • STAR/CBM/Writing Benchmark Assessments • Ongoing Assessments Student Work/Portfolios • Principal Monitoring 	
<p>Multicultural Classroom Libraries</p>	<ul style="list-style-type: none"> • Purchase decodable books and determine where the gaps are within each grade level • Highlight books to celebrate Heritage Months throughout the school year by providing each class with the books so that they are read in each class <ul style="list-style-type: none"> ○ Embed the used of MyON books so that students can read at home • Inform parents each month of the the book students can read to celebrate different cultures 	<ul style="list-style-type: none"> • Student Work • Student excitement and engagement in book choice • Track student stamina to measure desire and want to read independently • Parental engagement survey 	<ul style="list-style-type: none"> • Funds to purchase books • Parent newsletters
<p>Small Group Instruction /Intervention time</p>	<ul style="list-style-type: none"> • Incorporate WIN time daily in ELA and Math 	<ul style="list-style-type: none"> • Growth on STAR Benchmark and CBM Assessments 	

Commitment 2

	<ul style="list-style-type: none"> ● Provide small group instruction for students at all academic ability levels by utilizing Reading and Math interventionist and librarian 	<ul style="list-style-type: none"> ● Principal/leadership Walkthroughs 	
Community Based Learning Projects	<ul style="list-style-type: none"> ● Implement at least one community project based learning through innovation, entrepreneurialship, and education of food access or nutrition at each grade level throughout the school year. 	<ul style="list-style-type: none"> ● Integration of Strategies into instruction ● A survey to gauge availability of resources within the community to aide in implementation of projects ● Identify parents to support the work 	Funds to support projects
Data Protocol	<ul style="list-style-type: none"> ● Administer STAR testing- 5 times throughout the year. ● Create WIN groups are based on the evaluation of multiple data points ● Using data to drive instruction - merge data and instructional planning process 	<ul style="list-style-type: none"> ● Decisions based on data ● WIN grouping ● Student growth on STAR and other data points 	
Principal/Leadership Monitoring	<ul style="list-style-type: none"> ● Conduct informal Walkthroughs with instructional purpose weekly ● Monthly meetings with the superintendent take place to discuss data ● Weekly meeting with leadership team to discuss walkthrough ● Create an Instructional Leadership Team composed of grade level leads and AP and meet weekly to discuss instruction needs. 	<ul style="list-style-type: none"> ● Intentional feedback from walkthroughs/observations given 	
District wide Coaches	<ul style="list-style-type: none"> ● Assist as needed in the ELA curriculum ● Assist with meeting Math expectations ● Provide modeling and professional development for teachers ● Lead the data protocol for schools 	<ul style="list-style-type: none"> ● Increase use of data ● Increase use of curriculum with fidelity ● Coaching for teachers 	

Commitment 2

<p>Digital Portfolios</p>	<ul style="list-style-type: none"> ● Explore options for digital portfolios ● Identify a platform for a digital portfolio ● Staff training on digital portfolios ● 	<ul style="list-style-type: none"> ● Student ownership ● Student pride in their work and outcomes 	
<p>Student discourse and engagement strategies</p>	<ul style="list-style-type: none"> ● Providing professional development around engagement and discourse techniques to engage students and share their opinions. ● Review the Thoughtful classroom strategies and Kagan strategies to determine if there are ones to adopt as a school ● Conduct walkthroughs, observe and provide feedback on student discourse and engagement strategies in the classroom 	<ul style="list-style-type: none"> ● Survey staff to gauge the level of knowledge of engagement strategies ● PD focused on engagement strategies ● Principal/leadership Walkthroughs 	<ul style="list-style-type: none"> ● Funds for Kagan Strategies resources
<p>Display Authentic Student Work</p>	<ul style="list-style-type: none"> ● Provide Professional development on ways to display authentic student work such as authentic student writing, student projects aligned to the workshop model, math projects, exemplars, etc. ● Explore opportunities to display student work in the community 	<ul style="list-style-type: none"> ● student work displayed throughout the building ● Building walkthroughs 	<ul style="list-style-type: none"> ● Cork strips in hallways for displays
<p>Book Vending Machine</p>	<ul style="list-style-type: none"> ● Use as incentives as a part of the Project Positive campaign ● Create a plan for how student can use Dojo points to trade in for token for the book machine ● Launch a virtual fundraising campaign to purchase book vending machine 	<ul style="list-style-type: none"> ● Increased Reading ● Number of books purchased in machine 	<ul style="list-style-type: none"> ● Funds for Vending Machine
<p>Culturally Responsive Book Study</p>	<ul style="list-style-type: none"> ● Conduct a book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond (Facilitated by outside consultant) 	<ul style="list-style-type: none"> ● Increased awareness of culturally responsive 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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> • I learn from class lessons (85%) • My class lessons prepare me to do well on my schoolwork (79%). • My teacher talks to me about how I am doing in school. (68%) • My teacher helps me when I need it. (78%) 	<p>95%</p> <p>95%</p> <p>95%</p> <p>95%</p>
Staff Survey	<ul style="list-style-type: none"> • The variety of activities and courses offered in my school keeps students engaged in learning. (83%) • I am given the instructional support I need to teach my students. (68%) • Student progress is monitored with formative evaluations. (91%) • Student progress is monitored with summative evaluations.(87%) • Student achievement data informs school decision making. (91%) • The professional development sessions I attend help me better meet my students' learning needs. (70%) 	<p>95%</p> <p>95%</p> <p>95%</p> <p>95%</p> <p>95%</p> <p>95%</p>
Family Survey	<ul style="list-style-type: none"> • The school focuses on meeting my child’s needs (86%). • School leaders keep me informed about school goals (62%). 	<p>90%</p> <p>90%</p>

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.
<ul style="list-style-type: none"> • By June 2023, 65% of students will reach a Student Growth Percentile of 50 (SGP) on the STAR Reading Growth Report. • By June 2023, 65% of students will reach a Student Growth Percentile of 50 (SGP) on the STAR Math Growth Report.

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Commitment 2</p> <p>Union East Elementary School commits to ensure that every child has the opportunity and authority to drive and shape their own learning by engaging in meaningful learning that is relevant to them, whereby they can see themselves reflected in teachers, leaders and curriculum and learning material.</p>

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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

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EMVA

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
Melissa Mitchell	Principal
Julia Hamels	Assistant Principal
Stephanie Anderson	Assistant Principal
Shannon Stroh	Teacher
Melissa Rogers	Teacher
Sarah Swiatek	Parent
Masuma Akther	Parent
Shai Arnold	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 (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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
May 12, 2022	X					
May 12, 2022		X				
June 7, 2022			X	X	X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interviews were held with two groups of students, grade 3 and grade 4. Students were provided a list of topics to choose from for the focus groups. The students were interviewed by the SCEP team, with a teacher present. The students discussed the following topics: Covid 19 - Return to School, Race and Racism and School Culture.

Equity Self-Reflection

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

Teachers were provided a copy of the Equity Self Reflection and asked to share strengths and areas of growth that they saw based on the implementation of practices throughout the school year. The information was compiled in a document and was reviewed by the SCEP team to identify themes. The data from the Equity Self Reflection and the staff survey was used to determine the commitments for the school plan.

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.