



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Auburn Enlarged City School District	Casey Park Elementary	K-6

Collaboratively Developed By:

The Casey Park Elementary School SCEP Development Team
Kelly Garback, Principal
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Stephanie Festa, Special Education Teacher
Cindy Yale, Teacher
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Eva Moriarty, Teacher
Renee Burgess, District Administrator
Jackie Gibbs, Parent Representative
Kari Bouma, Parent Representative

And in partnership with the staff, students, and families of Casey Park 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>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening social emotional support amongst Students, Staff, and Families.</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>In our equity self-review it was determined that family engagement and support is essential for the Social emotional growth of our students in order to support the whole child.</p> <p>On the Spring 2022 School Performance Scan, 55% of staff agree or strongly agree with the statement "we have an effective system for developing and building student social-emotional health."</p> <p>On the Spring 2022 Family Engagement Survey, 71% of families agree or strongly agree with the statement "As a parent/family member, I feel connected to our school."</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>Continue and improve the tiered social emotional support system providing proactive supports, strategies and resources.</p>	<ul style="list-style-type: none"> ● Prompt and monitor use of tiered system social emotional/behavioral support during grade level meetings. ● Weekly and bi-weekly support team and MTSS meetings will include discussion of student social emotional concerns and plan for implementation of supports and interventions. ● The Support team will provide teachers with data and social emotional information on students who have required additional support and services. ● Provide continued professional development on interventions and best practices (TCIS, Restorative 	<p>During monthly meetings, grade level teams will provide feedback on how interventions are working with students by inputting data into grade-level MTSS spreadsheet.</p> <p>DASA presentations and information on the Anonymous Alert System will take place within the first two months of school.</p> <p>All staff will attend training on interventions and best practices to support students' social-emotional and behavioral needs.</p>	<p>Schedule: Time with grade level teams each month will be scheduled to allow staff to discuss specific student concerns and interventions.</p> <p>Individuals: The principal and support staff will present to grade levels on DASA and the Anonymous Alert System.</p> <p>Individuals: The social worker will help to schedule SAVAR presentations to each</p>

Commitment 1

	<p>Circles, Trauma Informed Care, PBIS, etc.).</p> <ul style="list-style-type: none"> ● Continue the implementation of Restorative practices in all classrooms involving a variety of stakeholders focusing on culturally responsive conversations. ● Training for students on the Anonymous Alert System through DASA presentations, teacher reinforcement and information provided to families. ● PBIS lessons completed and reviewed throughout the year. ● Sexual Assaults Victim Advocate Resource (SAVAR through Cayuga Counseling) Presentations 	<p>SAVAR presentations will be scheduled for each grade level throughout the school year.</p> <p>During grade-level meetings and MTSS meetings, data collected on student behaviors will be shared with the teams.</p>	<p>class throughout the building.</p> <p>Time/Money: All staff will be provided with training on interventions and best practices to support students' social-emotional and behavioral needs.</p> <p>Materials: Teachers will be given a daily circle talk topic to build community through restorative circles.</p>
<p>Support formal and informal structures for families to receive information regarding social emotional tools and strategies to support social growth at home.</p>	<ul style="list-style-type: none"> ● Provide families with access to online second step videos and handouts to support students in the home. ● Continue to provide families with access to the tiered approach and MTSS referral process. ● Continue to engage parents in the MTSS process with in-person or online options in participation. ● Implementation of weekly restorative circles incorporating social emotional health and communication of this information to parents. 	<p>A family survey will be distributed quarterly to determine if families are receiving materials and feeling connected to the school with supporting their child with social-emotional learning.</p> <p>Informal walkthroughs from the administrative/restorative team to collect data on the implementation of restorative circles.</p>	<p>Materials: Teachers will provide login information for parents to access the Second Step online family component. Teachers will also send home a paper copy of information to support Second Step at home.</p> <p>Schedule: Parents will be included in MTSS meetings and have an option to be in person or online.</p>

Commitment 1

	<ul style="list-style-type: none">● Implementation of restorative circles for conflict resolution with communication regarding resolution made home.● Utilization of the Restorative Room (previously the BIC room) to support students		<p>Time/Materials: Teachers will be provided daily circle talk topics for restorative circles via Morning Announcements.</p>
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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		
Staff Survey	We have an effective system for developing and building student social-emotional health.	65%
Family Survey	As a parent/family member, I feel connected to our school.	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

100% of teachers will utilize a tiered system of approach for addressing social emotional concerns.

100% of instructional staff will attend training on social emotional interventions and best practices.

80% of families will report that they feel connected to our school.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to providing increased connections within our staff, students, and families.</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>We believe as a school that our students are in need of increased connections with school to home connections. While conducting our student interviews, many students communicated that they struggle to talk with their families about how they are doing in school, including the lack of family support from home on school work.</p> <p>In the student voice survey that was conducted, only 74.9% of students expressed that they "talk with family about how they are doing in school." Additionally, in the student voice survey that was conducted, only 66.0% of students expressed that "their family helps at home with school work."</p> <p>Our school vision reflects the collective responsibility to provide a safe, engaging, and supportive environment for our students in order to provide the opportunity to become lifelong learners. We must continue to make adjustments in response to the effects of the Covid-19 pandemic in order to increase student interactions in regards to home communication and support at home. We will continue to restore connections, engagement of students and families, and continue to enhance our supportive environment.</p> <p>When reviewing the SCEP Student Focus Group Questions administered to Grades 4th, 5th and 6th, it was concluded that all students expressed a need for an increase in extra-curricular activities. Students expressed that they wanted to have more opportunities available to them during the school year.</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>Extend opportunities for students to engage with families throughout the year.</p>	<p>PBIS Welcome Back/ Kick-Off day with team building activities and PAWS expectation review.</p> <p>PBIS Monthly team building activities and PAWS expectation review with students PreK-6th. (Top Dog Assemblies)</p> <p>Family engagement nights throughout the year to deepen connections between students and families.</p>	<p>We will have surveys to receive feedback following activities with questions regarding student and family connectedness to our school.</p> <p>Family attendance with sign in for PBIS Monthly Meetings</p>	<p>Funding for materials and staff planning.</p> <p>Time beyond the school day for staff planning and events.</p> <p>Offer uploaded Video Presentation or Teacher provided pictures to Families through Class DoJo or Remind for families that can not attend</p> <p>Family Engagement times should offer staggered timelines. Offer a night right after school for parents already here and</p>

Commitment 2

			another time in the calendar year at a later time (ex. Good Weather a later time, Winter one right after school)
Targeted efforts to increase participation in extracurricular activities and clubs.	<p>Create and share an extracurricular interest form to gain insight into students' interests.</p> <p>Host a schoolwide club fair based on results of the interest form and what is already available.</p> <p>Offer activities and clubs based on student interests both before and after school hours.</p> <p>Create and share a feedback form for individual activities and clubs.</p>	<p>Increased involvement in extracurricular activities and clubs.</p> <p>Sign In Roster Sheets</p> <p>Feedback form (Casey Park Club Interest Form)</p>	<p>Funding for materials and staff planning.</p> <p>Time for planning and extracurricular activities and events.</p> <p>Individuals for facilitating activities and clubs.</p>
Use of individual student goal setting documents across all grade-levels.	<p>Teachers implement one-on-one conferencing with students within the school day.</p> <p>Open house</p> <p>Parent/guardian attendance at parent-teacher conferences with improved student attendance.</p> <p>Older students in attendance at MTSS/CSE meeting to review goals and progress monitoring data.</p>	<p>Parent/guardian and student attendance at parent-teacher conferences</p> <p>Sign In sheets for Parent Teacher Conferences, Open House, Data Meetings provided to Office and Administration before event and after event</p>	<p>Goal setting documents</p> <p>Time to share goal setting documents with parents and guardians.</p> <p>Electronic and hard copy pathways to disseminate this information.</p>

Commitment 2

	<p>Teachers share goal setting sheets with families through various platforms and ways of communication.</p> <p>Teachers meet with parents and guardians to share their child's goal setting sheet.</p> <p>Individual goal sheets will be updated based on various assessment and progress monitoring measures conducted throughout the year.</p>	<p>Goal Setting sheets and information provided during Open House, Parent Teacher Conferences, Monthly notifications through Class Dojo or Remind</p>	
<p>Increase staff connections with each other, students, and families</p>	<p>Activities within monthly Faculty Meetings</p> <p>Spirit Weeks (Focus: Kindness and Christmas)</p> <p>Red Ribbon Campaign</p> <p>College Career Swag Day</p> <p>Random Acts of Kindness Week</p> <p>Activity Day</p> <p>Family Activity Night</p> <p>Book Fair</p> <p>Special Education Informational Services</p>	<p>Faculty meeting attendance and participation</p> <p>Sign-in sheets, informal check-ins, and formal surveys</p> <p>Enlist Room Parent for each classroom that then will have contact with CPTO Representation</p>	<p>Materials for staff meetings and events</p> <p>Time for planning</p>

Commitment 2

	<p>Special Author Visit</p> <p>Chalk Walk</p> <p>Monthly Kindness Activities</p> <p>Anti-bullying campaign</p> <p>PBIS incentives on Monthly Character Traits.</p> <p>Movie Nights</p> <p>Monthly School Store</p> <p>Staff block parties/Staff Monthly Breakfast</p> <p>Staff Monthly Book Club (SEL, Connectedness Theme)</p> <p>Kindness Committee and Kindness Ambassadors</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Talk with family about how they are doing in school. Their family helps at home with school work.	80% 75%
Staff Survey		
Family Survey		

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.
80% of students will express that they “talk with family about how they are doing in school.”
75% will express that “their family helps at home with school work.”

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to helping students set and track goals as the foundation for monitoring academic progress while being empowered to communicate progress to families.</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>We believe as a school with the assistance of our staff, our students need to continue to set and track academic goals to encourage them to take ownership of their progress. We would also like students to be able to communicate their personal progress with their families.</p> <p>On the spring 2022 Family Engagement Survey, only 42.3% of families agree or strongly agree with the statement, "My child(ren) is required to self-monitor their progress and keep track of their own learning." Families also report that there is a need for students to better communicate their learning targets/ goals ("I can...") provided to them by teachers.</p> <p>On the spring 2022 Student Voice Survey, 74.9% of students agree or strongly agree with the statement, "I talk with my family about how I am doing in school." As a team, we believe we have a collective responsibility to encourage students to discuss individual student goals and progress with their families.</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>Usage of universal document</p>	<p>Teachers use a universal data tracking tool, which will be utilized to facilitate communication while sharing data between teachers, students, and families.</p>	<p>Conversations with students and parents to ensure goal setting and student progress is being shared.</p>	<p>Time: Goal setting, tracking progress, and conversations with students to ensure they are able to effectively communicate progress with their family.</p> <p>Individuals: Instructional coach has time protected and not diverted to other responsibilities to assist teachers with the goal setting process.</p> <p>Process: Families and staff will be provided with guided questions to</p>

Commitment 3

			<p>encourage students to discuss their individual goals and progress.</p> <p>Students will be incentivized with PAWS for sharing their goals with family or staff members.</p>
<p>Structured grade-level collaboration that emphasizes common strategies and appropriate materials</p>	<p>Teachers will meet one time monthly to discuss student progress using the universal data tracking tool.</p> <p>Teachers will collaborate with interventionists about student progress in order to ensure groups are fluid.</p>	<p>Progress monitoring and the universal data tracking tool will be used across grade levels.</p>	<p>Time: Collaboration time between grade level teams and interventionists.</p> <p>Individuals: Each grade level will have support from ELA & math interventionists.</p>
<p>Principal monitoring</p>	<p>Principal will prioritize walk-throughs during intervention times to look at individual students' data tracking tools and engage students in conversations about their progress and goals.</p>	<p>Each student will have their own data tracking tool located in a schoolwide folder and be able to communicate about their intervention, goal, and progress.</p>	<p>Materials: Schoolwide Goal Folder</p> <p>Time: Leadership team has time protected and is not diverted toward other responsibilities.</p>
<p>Targeted efforts to increase usage of "I can" statements</p>	<p>Teachers will display "I can" statements in the classroom and coach students on the use of "I can" statements when setting personal academic goals.</p>	<p>Students will be able to communicate their personal "I can" statement.</p>	<p>Time & process: Teachers and students will meet to set goals using "I can" statements.</p>

Commitment 3

<p>Targeted efforts to support students in creation of goals and monitoring</p>	<p>Use of 2 math interventionists and 3 reading interventionists who can work with small groups to assist with goal setting and monitoring.</p>	<p>Students will be able to identify their goal and whether they obtained it or not.</p>	<p>Time: Collaboration with interventionists to assist with goal setting and monitoring</p> <p>Process: Student-led conferences during parent/teacher conferences and MTSS meetings.</p> <p>Parents will set goals for supporting their students at parent/teacher conferences.</p>
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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 (e.g. % agree or strongly agree)
Student Survey	I talk with my family about how I am doing in school	85%
	My family helps at home with school work	75%
Staff Survey	We actively engage families in conversations around students' needs/progress	95%
	Our school/family connection has resulted in student gains	70%
	We are able to help families to set high expectations for their children	65%
Family Survey	My child(ren) talks about the student learning targets/goals ("I can...") given to them by teachers	70%
	My child(ren) is required to self-monitor their progress and keep track of their own learning	50%
	Teachers use regular assessments/"checks" to monitor my child(ren)'s learning	95%

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

100% of teachers will utilize the universal goal-setting document.

High participation of families (75%) acknowledging they have received and discussed goal-setting documents.

All students complete a goal-setting document and will share it with an adult.

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:

<p>Evidence-Based Intervention Strategy Identified</p>	<p>Instructional Coaching</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment #3:</p> <ul style="list-style-type: none"> • Instructional: assist teachers in implementation of effective instructional strategies, new ideas, and implementing coaching cycles throughout the building.

Evidence-Based Intervention

- Curriculum: supporting teachers with understanding of content standards, how components of a curriculum link together, while supporting with planning, instruction and assessment. The coach will develop and utilize pacing calendars to ensure consistency throughout the building.
- Data: Support teachers in data analysis in order to assist with groupings across grade levels in order to support students' instructional needs. The instructional coach will support teachers in the creation of individual goals for students, which will be developed with students, monitored by teacher and student, and shared with families. The coach will also support teachers with supporting families with resources and support in order to continue reinforcement of goals at home.

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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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
Kelly Garback	Principal
Brienne Batis	Assistant Principal
Jennifer VanArsdale	School Psychologist
Casey Carey-Dixon	Social Worker
Meghan Parry	Instructional Coach
Melissa Montone	Reading Teacher
Stephanie Festa	Special Education Teacher
Cindy Yale	Teacher
Shannon DelloStritto	Teacher
Renee Burgess	District Administrator
Jackie Gibbs	Parent Representative
Kari Bouma	Parent Representative

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
4/27/22		X	X			
5/5/22		X	X			
5/12/22	X		X	X		
6/2/22		X				
6/8/22			X	X		
6/14/22			X	X		
7/6/22			X	X	X	
7/8/22			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 team met to determine which questions would be posed in order to gain insight from students at the 4th, 5th, and 6th grade level. Questions were geared to be similar to those posed last year in order to compare growth and continued need for improvement. Students asked if they would like to participate in the interviews, and those who indicated interest were selected for the interviews. The response from students was positive. During interviews students communicated openly and shared their thoughts and opinions. After the interviews, the team reviewed responses to determine overall strengths and opportunities for growth tied specifically to our commitments: SEL, connections and goals. This analysis assisted the team in determining how to build upon our successes in order to work toward addressing the opportunities. For example, students spoke about incorporating classroom meetings to foster SEL. This will be embedded through the use of the digital Second Step lessons and will be shared with families in order to maintain sound communication between school and home in effort of utilizing common language. Students have also asked to have opportunities to work through challenges they are experiencing. A variety of support has been built into the SEL commitment to address this specifically.

Equity Self-Reflection

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

The Equity Self-Reflection allowed the SCEP team to convene and discuss a process moving forward. The goal of the team was to receive feedback and information from the entire staff pertaining to the question specifically outlined on the equity reflection form. It was decided that we would utilize Faculty Meeting time to work in collaborative groups to obtain information from all stakeholders. Each group rotated between the Principles outlined in the reflection. Teams identified practices being conducted, strengths and opportunities for growth. After the completion of this portion, staff reflected upon progress they've noticed throughout this year, strengths emerging and opportunities for growth. With this information, the SCEP team was able to reflect upon overall themes and embed them into the SCEP plan for the 22-23 school year. Within this, we were able to implement ways to continue exploring and expanding upon diversity, equity and inclusion in order to cultivate an environment of affirmation and acceptance. Based on the feedback, ideas, and suggestions we chose to continue commitments with themes of social emotional growth, connections amongst students, staff and families, and goal setting with specifics to communicating goals and growth with families.

Learning As A Team

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.