



School Comprehensive Education Plan 2021-22

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

Collaboratively Developed By:

The Casey Park Elementary School SCEP Development Team

Kelly Garback, Principal

Brianne Batis, Dean of Students

Jennifer VanArsdale, School Psychologist

Casey Carey-Dixon, School Social Worker

Meghan Parry, Literacy Coach

Melissa Montone, Reading Teacher

Stephanie Festa, Special Education Teacher

Cindy Yale, Teacher

Shannon DelloStritto, Teacher

Shannon Newby, Teacher

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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

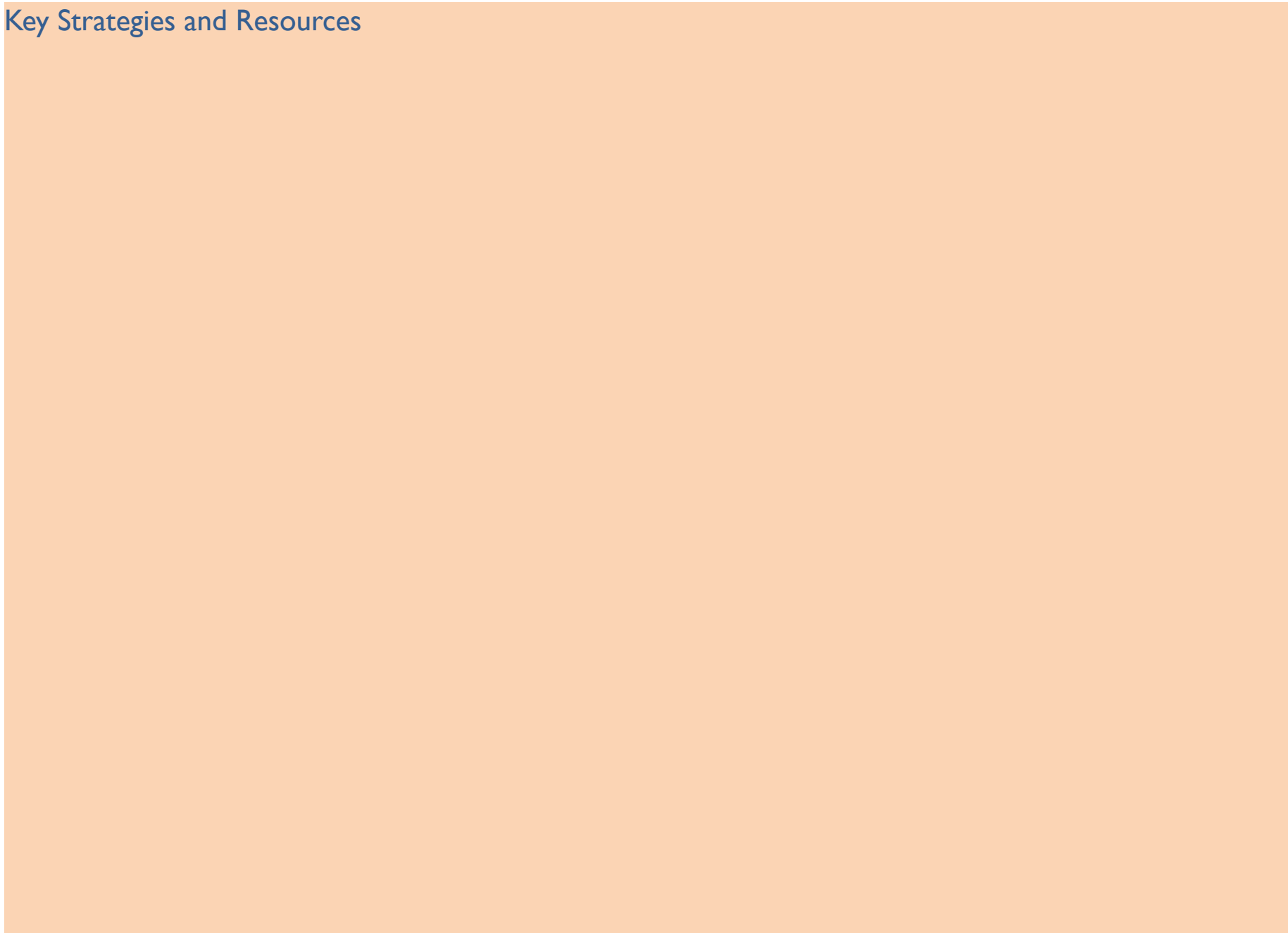
- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening social emotional support amongst Students, Staff, and Families.</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>We believe that providing a sound education to all students includes supporting the needs of the whole child. Many of our students were negatively impacted as a result of the isolation caused by COVID 19. We believe it is essential to increase and enhance our social emotional support for students, staff and families to help heal as a community and grow as learners.</p> <p>On surveys conducted, staff, families, and students reported Casey Park has a solid foundation for social emotional support, but emphasized that there is the opportunity to enhance the access to support and resources for individual students and families.</p> <p>This year, there was an increase in need for social emotional support with a decrease in provider availability. As a result, there was limited access to social emotional support throughout the community and within the building. Covid 19 made providing proactive strategies, resources and supports increasingly difficult. Access to the majority of programs was provided virtually instead of in person, often compromising engagement and efficacy. With additional resources, we will work toward increasing the availability of proactive social emotional support throughout the building.</p>

Key Strategies and Resources



Commitment 1

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Targeted efforts to increase access to school counseling services</p>	<ul style="list-style-type: none"> ● Addition of a School Counselor ● Continued access and connecting to outside agencies for both in school and out of school services/ programs 	<ul style="list-style-type: none"> ● talking with students and parents ● data analysis - looking at number of referrals and students receiving counseling services 	<ul style="list-style-type: none"> ● School counselor ● office/classroom space to conduct small groups and individual counseling sessions ● access to community agency resources and programs ● Tiered system for social emotional support

Commitment 1

Extend opportunities to teach and review DASA/bullying procedures

- DASA presentations with Principal/ Assistant Principal, SRO, and School Social worker for all grade levels
- implement restorative circle conversations with counselors, SRO, and principal/assistant principal geared toward culturally responsive conversations
- Training for students on Anonymous Alert System
- PBIS lessons completed and reviewed throughout the year - including all spaces
- SAVAR Presentations - bullying component included
- data analysis of Anonymous Alert system
- School Tool data analysis specifically regarding DASA complaints
- student survey completion and analysis regarding culturally responsive topics and support provided
- Teachers, students and families will access/utilize strategies, resources provided
- calendar of scheduled lessons and presentations
- access to staffing who will conduct lessons
- materials, resources to be provided to staff, students, and families

Commitment 1

Create and implement a system for tiered social emotional support and interventions by providing proactive supports, strategies and resources

- Addition of a Restorative Coach
- Addition of Teacher assistant
- Create and teach a systematic three tiered approach that identifies interventions available at each tier
- Prompt and monitor use of tiered system for social emotional / behavioral support during grade level meetings
- Weekly and bi-weekly support team and Rti 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 supports and services
- Provide continued professional development on interventions and best practices (TCIS, Restorative Circles, Trauma Informed Care, PBIS, etc.)

- Support in classrooms and with small groups as evidenced by data
- Implement restorative practices - circles and reflections to assist students with problem solving
- Documented utilization of a tiered approach to social emotional support for at-risk students evidenced by documented referrals, interventions, and individual student plans
- Support team documentation of students receiving services for social emotional support
- Number of staff that receive professional development on interventions and best practices

- Restorative Coach
- TCIS training and resources
- PBIS materials
- Restorative Practices training and materials
- Second Step implementation in the classroom
- Brian Medler consultation services/visits

Commitment 1

Support formal and informal structures for families to receive information regarding social emotional tools and strategies to support social growth at home

- Providing families with access to Second Step online tools and handouts
- Provide families with access to the tiered approach and RTI referral process
- Inclusion of parents in RTI meetings
- Implementation of weekly restorative circle incorporating social emotional health and communication of this information to parents
- Implementation of Restorative Circles for conflict resolution with communication regarding resolution made home

- Number of parents that attend RTI meetings
- Monitor parent response to restorative circle topics and conflict resolutions

- support staff to conduct Restorative Circles
- resources / materials sent home to families
- platform for parents to communicate with teachers, administration and support staff
- time to conduct Rti meetings and restorative circles

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

Commitment 1

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 am safe in my school	95%
	I talk with my family about how I am doing in school	85%
Staff Survey	We have an effective system for developing and building student social-emotional health	75%
	Our students have people to “go to” for discussing problems and concerns	80%
	As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically	80%
	Our students have access to counselors	70%
	Procedures are in place to prevent and deal with bullying	80%
	OUr Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students	80%
Family Survey	Procedures are in place to make sure students in need receive services	90%
	School staff work to support student social-emotional well-being	85%
	My child(ren) has adults in school to “go to” for discussing problems or concerns	90%

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 2021-22 school year.

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

High participation of families (85%) acknowledging they have received communication regarding social emotional well-being.

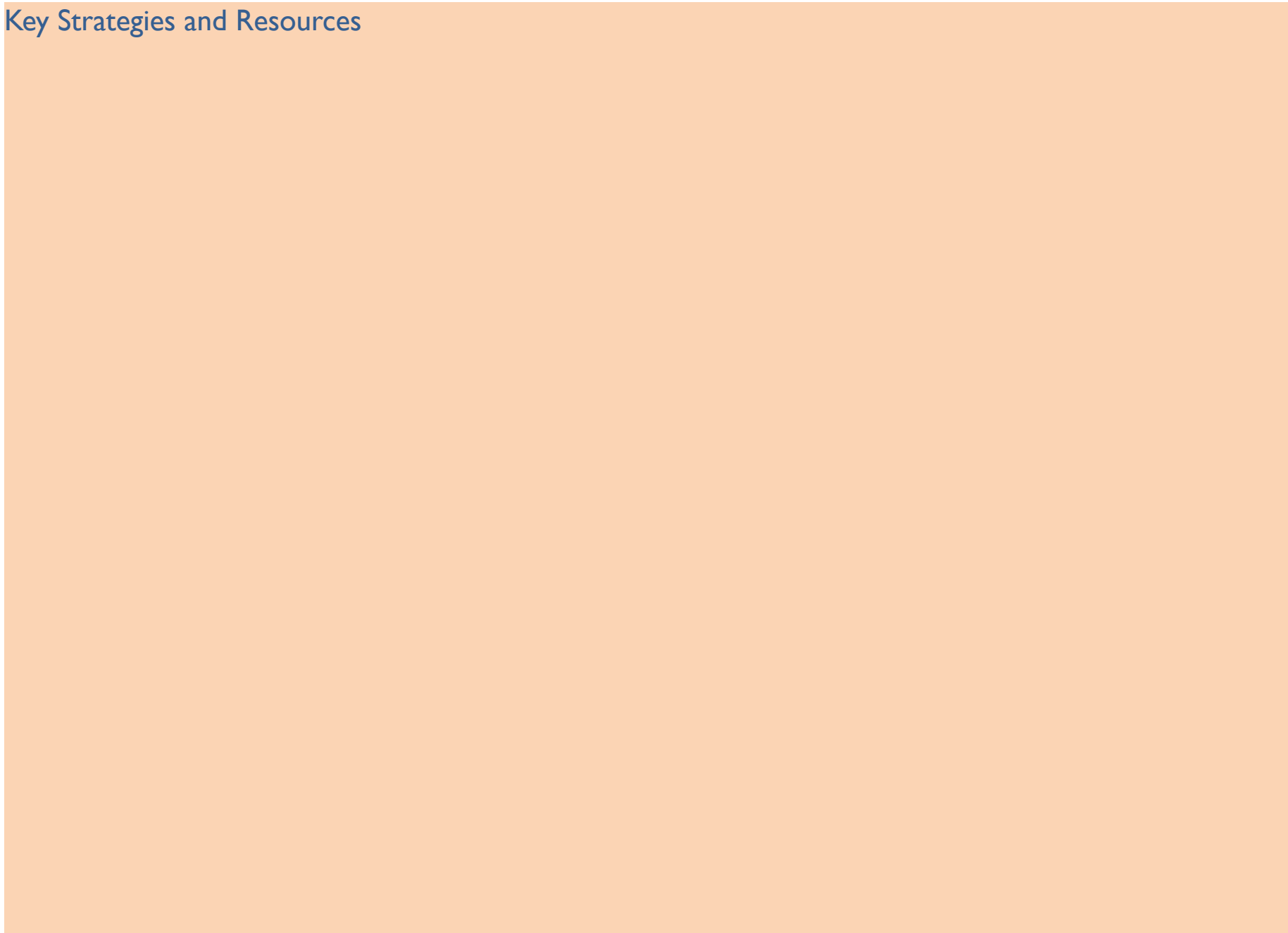
100% of students will be provided with proactive social emotional lessons and activities.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to providing increased connections within our school community.</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>We believe as a school that our students are in need of connections as a result of the past year being isolated from peers, school, and community activities. Many students transitioned from fully remote learning, to hybrid learning, and eventually into full time in person learning. However, they were still required to remain socially distanced from others, which presented few opportunities to collaborate with peers and adults. In addition, some students remained fully remote learners and did not have the opportunity to engage in person with peers or staff. The majority of Family Engagement nights were held virtually with the exception of our culminating event, which was conducted outside. While conducting our student interviews, many students communicated that they felt isolated and missed the opportunities to interact more personally with their peers. Students expressed disappointment that they were not allowed to work with one another. Students also discussed the feelings that they had lost friendships as a result of being isolated. Additionally, in the student voice survey that was conducted, only 47.2% of students agreed or strongly agreed that "we work with partners, or in groups in my class."</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 Covid 19 in order to increase student interactions, which became increasingly difficult this year. We will restore connections, engagement of students, and continue to enhance our supportive environment.</p>

Key Strategies and Resources



Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for students to engage with one another throughout the year.</p>	<p>PBIS Welcome Back/ Kick-Off day with team building activities and PAWS expectation review.</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>Funding for materials and staff planning.</p> <p>Time beyond the school day for staff planning and events.</p>
<p>Increased emphasis on cooperative learning and group work.</p>	<p>Hands-on group work prioritized in classrooms, discussed at grade-level meetings.</p> <p>ELT mixed groupings.</p> <p>Group activities and projects in special areas showcasing student work.</p>	<p>Walkthrough data indicates that cooperative learning and extended student peer discussion are evident throughout the building.</p> <p>Performances and showcasing of collaborative student work.</p>	<p>Time with grade level teachers and interventionists for discussions around hands-on group work.</p>

Commitment 2

<p>Targeted efforts to increase participation in extracurricular activities and clubs.</p>	<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>Feedback 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>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My family helps at home with school work.	75%
	We work with partners, or in groups in my class.	60%
Staff Survey	Our school has sufficient clubs, activities, and events to help students become engaged and connected to school.	40%
	Our school/family connection has resulted in student gains.	65%
	We conduct needs assessments with families so that we understand their interests and concerns.	75%
Family Survey	We have well-planned events for families and children.	80%
	As a parent/family member, I feel connected to our school.	75%
	Our school provides information to families on the learning standards and the school curriculum.	80%

Commitment 2

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 2021-22 school year.

60% of students will feel engaged in class working with partners and groups.

Increase student and family attendance in Family Engagement Nights from 119 students at the end of the 2020-2021 school year to 150 students by the end of the 2021-2022 school year.

40% of teachers will agree that our school has sufficient clubs, activities, and events to help students become engaged and connected to school.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?

We commit to helping students set and track goals as the foundation for monitoring academic progress while being empowered to communicate progress to families.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

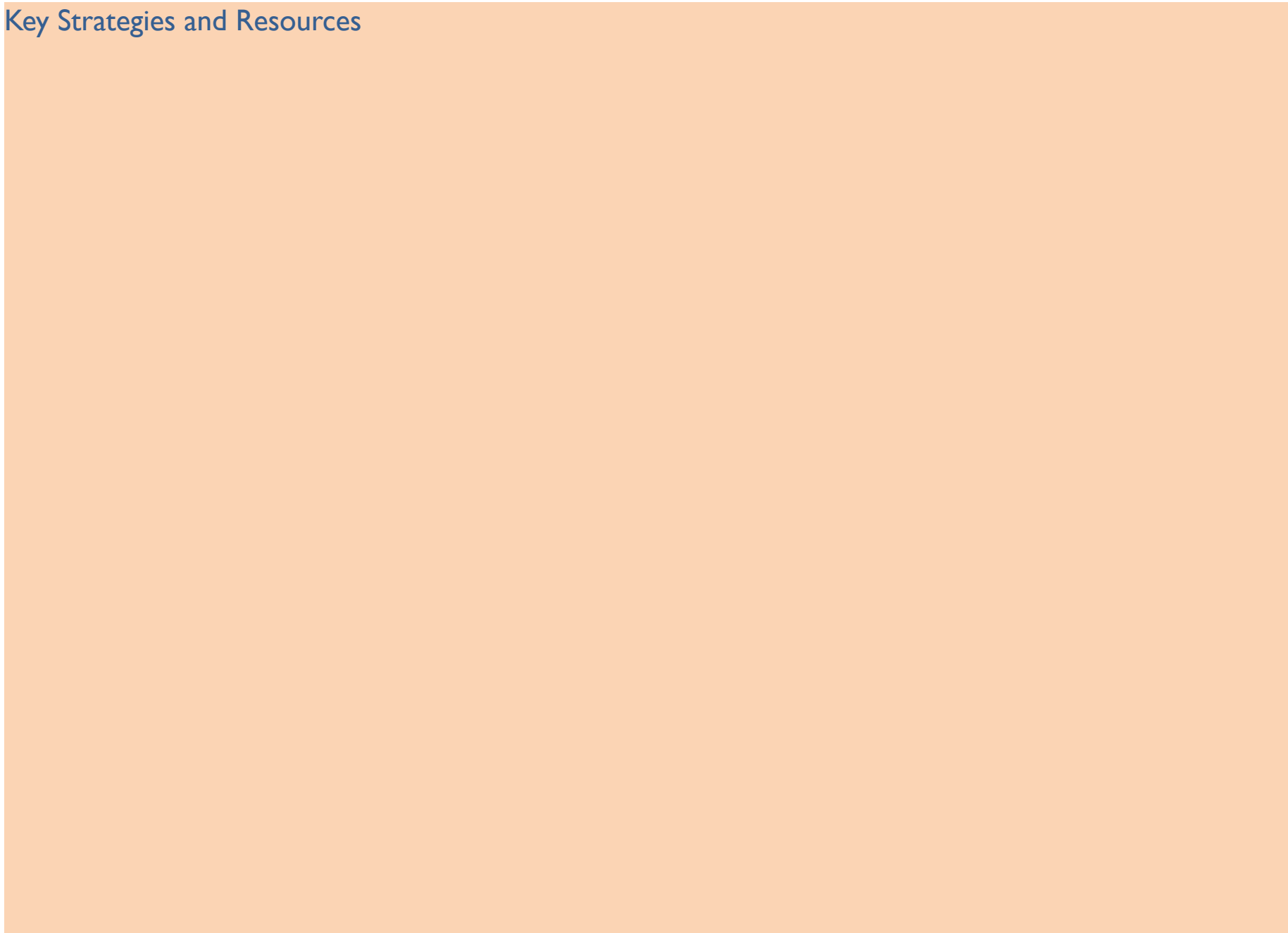
- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

We believe as a school with the assistance of our staff, our students need 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.

On the spring 2021 Family Engagement Survey, only 59.2% 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 provided to them by teachers.

According to the School Performance Scan, 76.9% of staff agree or strongly agree that "staff work together in achieving goals in a collaborative environment." As a team, we believe we have a collective responsibility to encourage students to track and achieve their goals.

Key Strategies and Resources



Commitment 3

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Universal document creation/usage</p>	<p>Creating 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>

Commitment 3

<p>Looping</p>	<p>One co-taught Kindergarten team and one 1st grade special education teacher will loop with their current students and teach the same students in 2021-2022 in the next grade.</p>	<p>Talking with students and parents. We anticipate by having teachers know the students in their looped classrooms, they will have a better understanding of their students' strengths and needs to help them set goals earlier in the year.</p>	<p>Time- teachers will utilize additional prep time to collaborate with the instructional coach to familiarize themselves with the curricular standards of their new grade and to set goals for students.</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. 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. Individuals- each grade level will have support from ELA & math interventionists.</p>
<p>Principal monitoring</p>	<p>During walkthroughs, the principal will 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 and be able to communicate about their goal and progress.</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

Targeted efforts to support students in creation of goals and monitoring	Addition of 2 math interventionists and 1 reading interventionist who can work with small groups to assist with goal setting and monitoring	Students will be able to identify their goal and whether they obtained it or not	additional staffing
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I talk with my family about how I am doing in school	90%
	My family helps at home with school work	75%
Staff Survey	We actively engage families in conversations around students’ needs/progress	85%
	Our school/family connection has resulted in student gains	65%
	We are able to help families to set high expectations for their children	70%
Family Survey	I receive specific test/assessment information about my child(ren)’s progress	85%
	My child(ren) talks about the student learning targets/goals (“I can...”) given to them by teachers	75%
	My child(ren) is required to self-monitor their progress and keep track of their own learning	70%
	Teachers use regular assessments/”checks” to monitor my child(ren)’s learning	85%

Commitment 3

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 2021-22 school year.

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.

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1

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	
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Evidence-Based Intervention

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Our Team's Process

Name	Role
Kelly Garback	Principal
Brianne Batis	Dean of Students
Jennifer VanArsdale	School Psychologist
Casey Carey-Dixon	School Social Worker
Meghan Parry	Literacy Coach
Melissa Montone	Reading Teacher
Stephanie Festa	Special Education Teacher
Cindy Yale	2nd grade Teacher
Shannon DelloStritto	4th grade Teacher
Shannon Newby	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

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/12/21		X	X			
5/26/21		X	X	X		
6/3/21	X			X		
6/4/21	X		X	X		
6/7/21			X	X		
6/23/21				X	X	
6/30/21				X	X	X
7/2/21						X

Our Team's Process

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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 spent time interviewing students while truly listening to what they had to say. Afterwards, the SCEP team debriefed and highlighted commonalities within the responses across all groups of students, as well as, the comments or conversations that surprised them. Overall, the team found the students to be extremely insightful. This helped drive the team's planning moving forward by highlighting areas we may not have been completely aware of. For example, students referred to PBIS multiple times. This assisted us by knowing that what we have done thus far has been working, students know what to expect. This allowed us to build upon what's already working to plan moving forward. During interviews they also expressed a desire to have more counselors. This connected directly with what we had discovered in our survey data as well. They talked about having access to groups and clubs, which also connected directly with our survey data.

Equity Self-Reflection

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

The Equity Self-Reflection allowed the SCEP team to be very critical of our current practices by allowing us to reflect upon what we have been doing collectively versus singularly within the building and specific classrooms. We found that we were emerging in several areas. Brainstorming current practices and where we could improve was helpful throughout the completion of this reflection. With that we established areas we needed to expand upon. For example, our collective responsibility to learn about students' cultures and communities is more of an individual practice depending on the classroom. This will drive us to make more of a collective approach geared toward learning about all cultures and communities as a building. We also found that we foster relationships with families, and communication with families this year has increased. However, setting goals with students and sharing those with families was an area we identified as needing to build upon. This assisted us in implementing goal setting into our commitments. The team spent a great deal of time discussing issues of diversity, equity, and inclusion. We were able to connect our survey data and explore responses regarding access to counselors. Within this, we were able to implement ways to support exploring and learning about diversity, equity and inclusion in order to cultivate an environment of affirmation and acceptance. Based on the reflection, the team also made the decision to prioritize social emotional learning in order to support students and families.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.