



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Poughkeepsie City School District	Charles B. Warring Elementary School	1-5

Collaboratively Developed By:

Delete the red text upon completion.

The Charles B. Warring Elementary School SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

Julliet Coxum - Principal

Janet Bisti - Supervisor of Elementary Education

Nicole Penn - Assistant Principal

Tonya Holk- Chief Building Officer

Tammy McLean-Teacher

*And in partnership with the staff, students, and families of **Charles B. Warring 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 1

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to providing high-quality academic instruction to all students in order to improve academic success.</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 are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using i-Ready in ELA and Math to make ongoing, measurable growth and access to grade-level curricula.</p> <p>We believe in meeting students where they are in terms of academic, social, and emotional needs and are committing to adaptive curricula, such as the use of i-Ready and Voyager Passport, that provide ongoing formative assessment data to better understand and support students' individual and ever-changing needs. Furthermore, we believe that by creating a rich culture of data-driven instruction, we can better identify students' needs, address learning gaps, and share and develop instructional strategies that will best address those gaps.</p> <p>Through the use of Ready Curriculum and the i-Ready diagnostics and online individualized pathways for ELA and Math, students will receive individualized, targeted instruction to meet their academic needs. By viewing their children's growth on i-Ready through reports and supporting children in targeted classroom interventions, parents will be able to monitor their student's growth. This process will provide parents and students the tools that they need in order to identify and meet their academic needs and continuously head towards success.</p> <p>Information from our student survey indicated that students first and foremost feel safe and welcome at Warring School. They enjoy getting away from their siblings and seeing their teachers daily. All students surveyed believe that their teachers make learning fun and exciting for a majority of the time. We found that students enjoy a variety of subjects from reading and math to art and physical education. However, students would like additional support in areas where they frequently struggle such as Reading and math. This is an area that will be addressed with the addition of two new AIS teachers. It can also be addressed during co-planning with grade-level teachers.</p>

Commitment 1

In our equity self-reflection form, we found that an area of improvement would be establishing and maintaining high expectations for all students and helping teachers provide equitable opportunities for students to learn the content through data-driven instructional practices and the implementation of common curricula. These areas are in line with our commitments for the year.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data-driven instruction	<p>With continued support from instructional leaders, teachers will utilize data from multiple sources and participate in data cycles to monitor student progress and adapt instruction to support students' learning needs.</p> <p>Teachers will use i-Ready Reading and Math diagnostics data, Scholastic Assessment data and regular formative assessments to analyze students' needs, develop and maintain instructional groups, and differentiate instruction and materials to address students' individual needs in their small-group instruction.</p> <p>Teachers will utilize COP (community of practice) time to analyze collected data, explore best practices, and review the impact in addressing academic achievement.</p>	<p>The strategies determined by teachers will be monitored in-house through formative assessments such as stop and jots, exit tickets and pre-determined writing prompts.</p> <p>Students will continue to work on their i-Ready lessons, and teachers will be able to assign specific lessons when needed to address student needs and monitor their students' growth.</p> <p>The i-Ready diagnostic will occur at the beginning, middle, and end of the year to monitor overall student progress in reading and math. Scholastic Assessment will occur at the beginning of the year and every 6-8 weeks thereafter to continuously monitor student growth.</p>	<p>Curriculum Associates materials (i-Ready, Ready Reading, Ready Math) and Scholastic Diagnostics as well as running records.</p> <p>Students will have access to Chromebooks daily.</p> <p>Teachers will be provided with access and disaggregated data from i-Ready and Scholastic at COP and department meetings.</p>
Implementation and monitoring of MTSS interventions	Build an MTSS Team to monitor data and share with faculty and families students' progress towards goals.	MTSS uses the following 3 tiers: Tier 1 – Universal or primary – Majority of students (75-90%)	Schedule BOCES partnership

Commitment 1

	<p>A multi-tiered support system (MTSS) MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.</p>	<p>As the largest and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.</p> <p>Tier 2 – Secondary – Small groups of students (10-25%) Some students need a little extra assistance in meeting academic and behavioral goals. It is in Tier 2 that these individuals receive that support. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-in/Check-out (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers under the watchful support of an identified staff member.</p> <p>Tier 3 – Tertiary – Individual students (< 10%) A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 nor Tier 2. This Tier 3 gives these students individualized support, including assistance from outside agencies such as behavioral counselors or family therapists.</p>	<p>Admin team</p>
<p>Structured and targeted professional development for teachers</p>	<p>Professional development for faculty and staff will focus on academic achievement based on student data. Professional development sessions will provide teachers with specific strategies</p>	<p>After reviewing the results of each diagnostic and IReady activities to determine student progress, PD will be implemented to sustain and ensure ongoing growth.</p>	<p>Google Form for instructional walkthroughs (FILW)</p> <p>Time</p>

Commitment 1

	<p>and interventions to address the areas of need they are seeing in their classrooms. This may include collaborative professional development workshops, additional coaching from the Supervisor of Elementary Education, The RPC center high-quality, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.</p>	<p>This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.</p>	<p>Scheduled time and professional development calendar in collaboration with the district and other PD providers.</p>
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Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey	I learn from class lessons. My teacher wants me to do my best. My teacher helps me when I need it.	80%
Staff Survey	Helping students meet challenging academic goals is a primary focus of my school. Student progress is monitored with formative evaluations. Student achievement data informs school decision-making. I have received adequate training to deliver online instruction.	80%
Family Survey	I am satisfied with the education my child receives in school. This school focuses on meeting my child's needs. Teachers set high expectations for my child.	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 2021-22 school year.
By the end of the school year, at least 80% of students will have made 75% of a year’s growth in i-Ready reading and math according to the diagnostic assessments and projected growth chart by Curriculum Associates.
90 % of teachers will demonstrate proficiency in the key Ready curriculum linked to the New York State Next Generation Learning Standards.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to ensuring an inclusive and positive learning environment where all students feel they belong.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>It is clear that academic success does not happen in isolation; that it is connected to a healthy mind, heart, and a supportive learning environment. Learning is relational and contextual, which means that building relationships is essential to students' cognitive learning abilities and growth. We are committed to providing an environment where students feel safe, included, and cared for. This is achieved through the building of positive relationships between and among students and adults.</p> <p>We believe that students need to learn how to build friendships, recognize their feelings, and react and express themselves appropriately. Using a comprehensive PBIS program embedded in daily instruction and interactions helps build these relationships and teach students the vocabulary they need to identify their emotions and the strategies to manage them. Additionally, we believe celebrating progress builds a sense of belonging, inclusion, and motivation.</p> <p>Our student interviews revealed that all participating students believe that their teachers make learning fun and exciting for a majority of the time. We found that students enjoy a variety of subjects from reading and math to art and physical education. However, students would like to incorporate more kinesthetic activities into their learning. Additionally, they would enjoy more learning games throughout their daily lessons in areas other than physical education and art. This is an area that can be addressed during co-planning with grade-level teachers as well as in project-based learning activities during the extended learning period.</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>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>Monitor and increase student and teacher attendance</p>	<p>Establish an Attendance Monitoring Team composed of the assistant principal, school counselor, and when needed, school social worker to monitor student attendance and identify students who are chronically absent or who are at risk of being chronically absent. The team will collect data to determine the main reasons for absences and develop strategies to regularly address the barriers to attending school.</p>	<p>Attendance Monitoring Team will use the Tiered Framework shown below to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.</p>	<p>Tiered Framework</p> <p>Attendance monitoring team will need set time to meet</p>
<p>Extended learning time</p>	<p>Due to the COVID-19 pandemic, many of our students will be entering the 2021-2022 school year having missed over a year of in-person learning, which has impacted their social-emotional growth and their academic progress and acquisition of skills. Providing additional time outside of the school day will help to address the learning gaps as well as to support students' cognitive growth and social-emotional well-being.</p> <p>ELT at Warring Elementary School will require</p>	<p>Attendance during ELT will be taken, and progress in academics monitored through i-Ready scores and regular data tracking.</p> <p>CBO providers will meet regularly with the administration to monitor student progress and behavior.</p> <p>Celebrations and student project presentations will occur at the completion of units/semesters.</p>	<p>CBP Partnerships</p> <p>Funding</p>

	<p>working with our community-based partnerships to provide project-based, engaging activities that support learning and language building, problem-solving skills, and reinforcement of PBIS targeted characteristics.</p>		
<p>Acknowledgements and Celebrations</p>	<p>PBIS, building administration, along with the Mid-Hudson Regional Partnership Center and the SSP as a collaborative partner, will discuss, plan, and implement virtual assembly ideas to reward students who are working hard to succeed, and to encourage students who are struggling with the challenges of distance learning and other related issues.</p> <p>Activities include: Bucket Filler, Student of the Week, Perfect Attendance, Warring Pride (PBIS Character Trait), & Student Honor Roll (quarterly).</p> <p>This is designed to increase student performance, by rewarding hard work. It is believed that every individual is capable of doing their personal best and that they are aware when they have done so.</p> <p>Criteria: Each card can be tailored to meet the needs of each school... Components that may be assessed, in addition to academic performance, may include behavior and attendance.</p> <p>Rewards:</p> <ul style="list-style-type: none"> ● Tangible (Gift cards, Ice Cream, etc) ● Intangible (Assemblies, Guest Speakers) ● Benefits: Students see others receiving rewards and want to be included 	<p>Presenting to Staff: Ask for staff input. Create a monthly student nomination list for staff. Generate staff “buy-in”. Stress the importance of student effort, not always the end result.</p> <p>Presenting to Students: Introduce to students via grade level and/or building assembly at the beginning of year. Generate excitement. Show examples of doing the “right thing”. Have students offer examples of rewards to generate more “buy-in”.</p> <p>Assemblies will occur throughout the year; parents & families are invited (COVID appropriate).</p>	<p>Rewards</p> <p>Funding</p>

<p>Integrate PBIS across the school</p>	<p>Beginning SY 21-22, the administrative and school leadership team will create a PBIS team. This team was composed of a social worker, psychologist, representatives from each grade level team (Marist, NYU, and Vasser), parent advocate, assistant principal, school counselor, and life coach who will meet weekly/monthly to discuss issues pertaining to school behavior, discipline data and PBIS implementation. The PBIS team will tier students within their grade level using the MTSS Framework (outlined in the below in the next row).</p>	<p>RPC will work with each grade level team to monitor progress through ongoing check-ins, data monitoring, and meetings to share our progress. The behavior specialist would also support in creating action plans to address students' individual social and emotional needs. We will use a Google Doc to share and track student growth and evidence based interventions.</p> <p>We will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.</p>	<p>student meeting form</p> <p>google data tracker</p> <p>exit tickets</p> <p>RPC</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Other students in this school respect me. I am safe in school. School is fun. All students are treated fairly in this school.	80%
Staff Survey	Students do not threaten and/or bully each other in this school. I regularly use data to identify my students' strengths and weaknesses. I feel prepared to meet the social and emotional needs of my students.	80%
Family Survey	I feel welcome in my child's school. My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs. My child is accepted in this school. This school provides a caring environment for my child.	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 2021-22 school year.

By the end of the 2021-2022 school year, the percentage of students identified as chronically absent will decrease by 10%. Student attendance goal by the end of the year is 90% (from 84% last year) and teacher attendance to increase to 93% (from 89% last year).

80% of our students and staff will participate in incentivized programs to increase student motivation

Evidence-Based Intervention

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	This evidence-based intervention with the support of the Curriculum Associates, the Instruction team, and RPC will help support our teachers in implementing the Ready curriculum, PBIS, and the MTSS systems will ensure they are done with fidelity.

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	Communities of Practice (COP/Professional Learning Communities)
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Warring Elementary will continue to utilize COP periods to foster opportunities for professional development, data discussions, and peer collaboration of best practices. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. The administration and school leadership team will monitor shared folders to ensure that teacher teams adhere to meeting expectations and provide actionable feedback when required.</p> <ul style="list-style-type: none"> ● i-Ready Data Cycle (Admin facilitated) ● Attendance Monitoring Team (School Counselors facilitated) ● PBIS team

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

Evidence-Based Intervention Strategy Identified	
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).

Name	Role
Julliet Coxum	Principal
Janet Bisti	Supervisor of Elementary Education
Nicole A. Penn	Assistant Principal
Tonya Holk	Teacher & Chief Building Officer
Tammy McLean	Teacher

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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
8/19/2021		x	x	x	x	
8/20/2021			x	x	x	
8/21/2021	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

During the course of the Student Interviews, several students expressed the desire to have more teacher assistance available in the classroom to provide support for struggling students. This request has been addressed in the Master Schedule for the Building as well as in the hiring of additional AIS math teachers. Firstly, the Master schedule was built to incorporate ninety-minute blocks for both ELA and Math. During that ninety minutes, teachers provide whole group instruction at the grade level to their students for forty-five minutes as well as facilitate small group instruction to an assigned group of students for forty-five minutes.

In order to identify assigned students, all students take a diagnostic three times per year. The Beginning of the Year Diagnostic identifies the strengths, weaknesses, and foundational gaps of each student. After analyzing the data, the students are placed into smaller ability-based groups and assigned to the teacher that exhibits strength in teaching that particular academic level of students. During the small-group instruction, both AIS and ENL teachers work with the grade level that is engaged in small group instruction. Having the additional teachers' participation allows for smaller groups across the entire grade level. This will result in more individualized attention for all students. Additionally, the smaller groups of ability-based students will allow for the teachers to delve into the skills and standards for each individual student. Information from the diagnostic around which proficiencies should be the immediate focus for each student group will aid the teacher in prescribing appropriate tasks to ensure student progress.

In addition to providing remedial foundations and enrichment during small group instruction, the addition of the two new AIS math teachers to the current two AIS Reading teachers will provide the ability for the most academically fragile students to receive Tier II and III pull-out services in both reading and math.

In order to ensure that teachers are most effectively providing small group instruction throughout the day, we will continue to provide professional development for teachers and utilize best practices and results-proven practices for teachers.

Equity Self-Reflection

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

The Equity Self-Reflection assisted the team in identifying our school properties to design and implement a student centered learning environment that addresses our students' social-emotional and educational development. It also recognizes the urgency for our school to evaluate our systems and processes that are currently in place and make changes to support our students' learning needs that are culturally responsive and grounded in positive development principles and practices. The Equity Self-Reflection also provided a framework for setting goals and leveraging resources to support our implementation plan. We are committed to establishing an advisory group of building administrators, families, teachers, students, and community members. We will work collaboratively to revisit and create school norms, establish school goals, and build alignment between the families' expectations and values and the school's expectations and values.

The school administrators, with the support of our Director of Elementary Education, and The Regional Partnership Center, will provide coaching for our teachers to deliver high-quality culturally responsive instruction that will enable students to grow as independent learners, think critically, and apply learning to meaningful, real-world situations. Support will be provided to our teacher at our monthly grade level meetings for collaborative planning, drafting, mapping, and aligning their lesson with authentic culturally responsive sustaining practices. The school Instruction Leadership teams will address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.

The Equity Self reflection also highlights the importance to parents, family, and community partnership. The school will work collaboratively with our PTA, community advocates, and community partners to support formal and informal structures for families to receive information and support to extend students learning beyond the classroom.

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.