



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Hempstead	Rhodes Academy for the Humanities and the Arts	K - 6

## Collaboratively Developed By:

The Rhodes Academy for the Humanities and the Arts SCEP Development Team  
SCEP Team Members: Thomas Ballato, Ronda Brown-Walker, Sheena Burke, Elisabeth Crawford, Jaelle Mann-Tineo, Arti Oliphant, Trisha Orzano, Desiree Randall, Jasmine Shepherd and Tannya Sparacio.

*And in partnership with the staff, students, and families of Rhodes Academy for the Humanities and the Arts.*

## 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

<b>What is one commitment we will promote for 2022-23?</b>	We commit to strengthening our ability to provide guided reading and small group instruction.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe as a school our scholars need to receive instruction focused on their specific learning needs. To ensure successful implementation, professional development in the areas of guided reading instruction and small group instruction will be provided for teachers. In addition, during PLC, time will be set aside to address instruction based on the data.</p> <p>The End-of-Year i-Ready Assessment data (2022) in Reading showed our scholars have learning gaps in foundational skills and reading comprehension.</p> <p>For this commitment, learning happens when it is intentional. For scholars who are below grade level, instruction must be specific to their needs. Opportunities for practice must be provided ensuring achievement of desired outcome.</p> <p>This is the right commitment to pursue because we have high expectations for our scholars and strive to provide an environment that is academically rigorous and intellectually challenging. It is important to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p> <p>This commitment is closely aligned with our district's motto – Getting to Greater. In addition, it is aligned to part of our mission statement – <i>Rhodes Academy strives to meet the diverse needs of students in our community. We are dedicated to teaching our students to become successful thinkers, who are safe, responsible, and respectful global-minded citizens. We will promote the rigor and skills necessary for lifelong inquiry through the implementation of effective teaching practices, current technology, and collaborative relations with our parents and community.</i></p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development <ul style="list-style-type: none"> <li>• Guided Reading instruction</li> <li>• Small Group Instruction</li> <li>• Centers</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling professional development for all teachers and teaching assistants.</li> <li>• 1:1 instruction</li> <li>• Norming of resource materials</li> </ul>	<ul style="list-style-type: none"> <li>• I-Ready Data               <ul style="list-style-type: none"> <li>○ Gap closures in foundational skills</li> <li>○ Increase in reading levels</li> </ul> </li> <li>• Student data folders</li> <li>• Guided reading and small group instruction done with fidelity as evident in walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading/small group instruction block of time</li> <li>• Acquisition of trainers</li> <li>• Data folders</li> <li>• Acquire updated running record kits</li> </ul>
Grade level common planning time	Grade level teams meeting to discuss student progress, practices, and groupings.	<ul style="list-style-type: none"> <li>• PLC minutes</li> <li>• Attendance</li> <li>• Walkthroughs – common practices observed</li> <li>• Adherence to timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Master scheduling</li> <li>• Identification of PLC meeting area</li> </ul>

## 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)
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>➤ My teacher makes reading fun.</li> <li>➤ My teacher helps me meet my reading goals.</li> <li>➤ I know my reading level.</li> <li>➤ My teacher lets me choose books I want to read.</li> </ul>	60% Agree or strongly agree
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>➤ I have the necessary skills to implement guided reading instruction.</li> <li>➤ I have the necessary resources to implement guided reading instruction.</li> <li>➤ I have opportunities to collaborate with my colleagues.</li> <li>➤ I receive timely and constructive feedback to improve my pedagogy.</li> </ul>	60% Agree or strongly agree
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>➤ I feel comfortable supporting my child with reading.</li> <li>➤ My child enjoys reading.</li> <li>➤ The school has provided me with resources to help support my child with reading at home.</li> </ul>	60% Agree or strongly agree

Commitment 1

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

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

End-of-Year i-Ready Assessment

- Phonological Awareness - 85% Tier 1
- Phonics – 65% Tier 1
- Reading Overall Placement – 55% Tier 1

## COMMITMENT 2

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We commit to implementing math centers that target the individual needs of our scholars.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>We believe as a school that our scholars need to strengthen their basic math skills, develop conceptual understanding and express verbally and in written form mathematical processes.</p> <p>End-of-Year i-Ready Assessment data (2022) in Mathematics showed low performance in Numbers &amp; Operations.</p> <p>For this commitment, learning happens when it is intentional. For scholars who are below grade level in Numbers &amp; Operations, support must be specific to their needs. By creating relevant and engaging math centers, our scholars will have the opportunity to participate in activities that will strengthen their mathematical skills in numbers and operations.</p> <p>Based on current data and teacher feedback, this is the right commitment to pursue because we have high expectations for our scholars and strive to provide an environment that is academically rigorous and intellectually challenging. Math centers will help teachers facilitate teaching and learning practices based on data that will enable our scholars to improve in the mathematical domain of numbers &amp; operations.</p> <p>This commitment is closely aligned with our district's motto – Getting to Greater. In addition, it is aligned to part of our mission statement – <i>Rhodes Academy strives to meet the diverse needs of students in our community. We are dedicated to teaching our students to become successful thinkers, who are safe, responsible, and respectful global-minded citizens. We will promote the rigor and skills necessary for lifelong inquiry through the implementation of effective teaching practices, current technology, and collaborative relations with our parents and community.</i></p> <p>By improving skills in Numbers &amp; Operations, our scholars will be able to meet/exceed State standards and be better prepared to meet the academic demands of middle and high school and college.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create two model classroom settings	Identify two classrooms (K-2; 3-6) to set up math centers. These model classrooms will be utilized for teachers to visit.	Effective implementation of math centers in all classrooms.	<ul style="list-style-type: none"> <li>• Two classrooms – Grade 1 and Grade 4</li> <li>• Scheduling classroom visits</li> <li>• Identify resource materials</li> </ul>
Identify instructional resources	Research and identify resources that can be utilized in creating math centers.	Teachers sharing activities during PLC Students engaging in center activities	<ul style="list-style-type: none"> <li>• Identify a teacher or TA on each grade level to work collaboratively to identify math center resources/activities</li> <li>• Supply inventory</li> <li>• Create a collaborative shared drive</li> </ul>
Professional Development – How to implement and structure math centers	Schedule a professional development on math centers for instructional staff	Effective implementation of math centers in all classrooms.	<ul style="list-style-type: none"> <li>• Date and time for PD</li> <li>• Secure a presenter/facilitator</li> </ul>



## 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)
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>➤ My teacher makes math fun.</li> <li>➤ My teacher helps me meet my math goals.</li> <li>➤ My teacher teaches me different math strategies.</li> <li>➤ My teacher allows me to choose the strategy that works best for me.</li> </ul>	60% Agree or strongly agree
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>➤ I have the necessary skills to implement math centers.</li> <li>➤ I have the necessary resources to implement math centers.</li> <li>➤ I have the opportunity to collaborate with my colleagues.</li> <li>➤ I receive timely and constructive feedback to improve my pedagogy.</li> </ul>	60% Agree or strongly agree
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>➤ I feel comfortable supporting my child with math.</li> <li>➤ My child enjoys doing math work.</li> <li>➤ The school has provided me with resources to help support my child with math at home.</li> </ul>	60% Agree or strongly agree

## 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 2022-23 school year.

End-of-Year i-Ready Assessment

- Numbers & Operations – 50% Tier 1
- Overall Math Placement – 50% Tier 1

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We commit to strengthening the home/school connection by creating a <i>Parents As Partners</i> community.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe parents are an essential component in the educational success of their child. It is important that we work together as partners in order to prepare our scholars to be college and career ready.</p> <p>This commitment emerged due to lack of parental involvement at various meetings and activities.</p> <p>This commitment is influenced by the research that says learning is relational. According to the "How Learning Happens Framework" relationships play a central role in a child's development. It is important to have a "web of sustained and supportive human connections. It is crucial to every young person's well-being, learning, and sense of belonging." In addition to the framework, during the student interviews, the students shared various ways to get more parents/guardians involved in school activities. Such as:</p> <ul style="list-style-type: none"> <li>• Allowing parents to come to school to help their child in class.</li> <li>• Invite parents to attend one of our class specials.</li> <li>• Bring the food trucks and have a barbecue.</li> </ul> <p>This is the right commitment to pursue because research supports the importance of parental involvement in a child's education. Students are more motivated to learn and succeed when their parents/guardians play an active role in their education.</p> <p>This commitment aligns with our mission to "...promote the rigor and skills necessary for lifelong inquiry through the implementation of effective teaching practices, current technology, and collaborative relations with our parents and community."</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parent Workshops	Organizing a minimum of 3 workshops: <ul style="list-style-type: none"> <li>• Parents As Reading Partners</li> <li>• Parents As Math Partners</li> <li>• Creating Pathways for College &amp; Career</li> </ul>	Parental/guardian participation – 25% of student body Parent/guardian feedback	<ul style="list-style-type: none"> <li>• Presenters</li> <li>• Resources</li> <li>• Dates &amp; Times</li> <li>• Locations</li> </ul>
Committee Involvement	Inviting parent/guardian participation on various school-wide committees: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Parent/Teacher Organization</li> <li>• Hispanic Heritage Month</li> <li>• Black History Month</li> <li>• School Comprehensive Education Plan (SCEP)</li> </ul>	Parent/Guardian participation – a minimum of 4 on each committee	<ul style="list-style-type: none"> <li>• Meeting dates &amp; times</li> <li>• Platforms for virtual attendance</li> <li>• In-person location</li> <li>• Parent/Guardian outreach</li> </ul>
Communication Tools	Identifying a school-wide communication tool (ex: Remind) Updating contact information in Power School	75% of parents/guardians will register Parent/guardian feedback	<ul style="list-style-type: none"> <li>• Parent/Guardian contact form</li> <li>• Robocalls informing parents to update contact information</li> </ul>

## 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)
<b>Student Survey</b>	NA	
<b>Staff Survey</b>	My parents respond to my communication. My parents initiate contact with me.	60% Agree or strongly agree
<b>Family Survey</b>	I receive regular communication from my child's school. My child's school provides opportunities for me to be involved. I am comfortable expressing my ideas about school events. I am involved in my child's learning.	60% Agree or strongly agree

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

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

Parent/Guardian participation in workshops – 25 %  
Committees will reflect active participation of a minimum of 4 parents/guardians.

## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	NA
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	

## Key Strategies and Resources

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

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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

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



## Evidence-Based Intervention

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

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

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

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

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

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

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

### ☒ 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Professional Learning Communities will support Commitments 1 &amp; 2. Through the incorporation of PLC, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss issues around student learning</li> <li>• Collect and analyze data</li> <li>• Develop and try out instructional solutions</li> <li>• Assess the impact of these solutions</li> </ul> <p>Research indicates that well-implemented PLCs support improvements in practice along with student learning gains.</p>

## ☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

### Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

## ☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## Our Team's Process

### Background

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

### Team Members

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

Name	Role
Thomas Ballato	Special Education Teacher
Ronda Brown-Walker	AIS Teacher
Sheena Burke	Principal
Elisabeth Crawford	Special Education Teacher
Jaelle Mann-Tineo	Assistant Principal
Arti Oliphant	General Education Teacher
Trisha Orzano	General Education Teacher
Desiree Randall	General Education Teacher
Jasmine Shepherd	Assistant Principal
Tannya Sparacio	Technology 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 (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
6/24/22	X					
6/28/22		X	X	X		
6/29/22		X		X	X	
6/30/22					X	
7/1/22					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 interviews, it was clear the students wanted their parents to be more involved at their school. The students suggested different ways to promote parental involvement:

- Host meetings on Friday after school.
- Have fun stuff for them to play. They can play games like tug of war (parents vs parents; parents vs teachers).
- Bring the food trucks and have a barbecue.
- Invite parents to Field Day.
- Invite parents to attend one of our class specials.
- Have a tournament of awards.
- Three times a year we can interview them to see what we can change.
- Allow parents to come to school to help their child in class.

### Equity Self-Reflection

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

The Equity Self-Reflection provided the team with valuable information that will be discussed during the school year. We recognize the need to focus on Reading and Math, but the team will spend time speaking with the staff to decide how we will begin to embed opportunities for our scholars to engage in conversations and activities relevant to cultural responsiveness, diversity, and inclusion.

## 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.