New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Hempstead Public Schools	Barack Obama School	1-6th

Collaboratively Developed By:
The Barack Obama School SCEP Development Team Rozella Fibleuil Catherine Foskey Kimberly Hale Bernadete Johnson Lisaura Moreno Cynthia Perez William Taylor Stacey Lagnese Gladys Hernandez-Parent Blanca Hercules-Parent   *And in partnership with the staff, students, and families of Barack Obama Elementary School*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the 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 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to continue providing a strong, cohesive, relevant curriculum.
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 every student should have a strong trusting relationship with adults and peers so they can feel safe, and their learning is enhanced. Students shared that they are included in learning opportunities in school and after school. They feel that they are part of the school community. Therefore, we will continue to provide them with similar opportunities to promote learning in a variety of ways. 5% of the students interviewed felt they that their teacher did not know them very well. When completing the Equity Self-Reflection, the team found that A Welcoming and Affirming Environment was established and allowed for a safe feeling in the building. In the principle of High Expectations and Rigorous Instruction the team also found sustaining levels of exemplary practices. Practices were added where students had opportunity to provide the school with announcements in leadership roles. This will continue in practice for this school year. In the practice of Inclusive Curriculum and Assessment it was also seen that we are holding on to exemplary levels of practice. Finally, in Ongoing Professional Development, it was found that some of the practices are still being integrated therefore opportunities will be provided to staff for further Professional Development.

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?
Administration Monitoring	Throughout the school year, the principal will conduct walkthroughs to provide teachers with feedback and strategies to increase student performance. Administration will be looking for implementation of the pacing guides as well as grade level cohesiveness.	Administration will be able to provide feedback to teachers to encourage goal setting, outline expectations, and identify strengths, and keep teachers informed of their teaching strategies.	Time – Schedule time made for walkthroughs. Walkthrough Feedback Forms – Forms or check list for the walkthrough.
Teacher grade level PLC collaboration	Teachers will have weekly grade level PLC's to discuss curriculum, IB/PYP, and individual student needs with assistance from grade level leader and IB/PYP Coach.	Discussion of standards and analyzing specific standards to prioritize based on the needs of students using student testing data.	**Schedule – Weekly PLC's scheduled.**
Administer the NWEA and i-Ready Assessments	Students will take NWEA and i-Ready assessments in the beginning of the year. The data will provide teachers with information that will determine the tier level of the students.	The tier level of students will be provided in order to support each individual student.	**Time – Three AIS teachers and five special area teachers will have schedules available to provide services to the students.**

Vertical Articulation Meeting	Towards the end of the school year teachers will have the opportunity to have an articulation meeting to discuss the students leaving the grade level and the ones coming into the grade level.	Teachers can share concerns for some students. Teachers can share strategies, resources, that were successful with students.	Articulation meeting form – Form filled out with specific student information such as Running Record levels, End of year assessments, and any Social Emotional concerns for the student if seen.
Request Running Records from Previous school year	All teachers will be provided with previous year student Running Records.	Teachers will have a baseline to use in the beginning of the year.	For first grade teachers there will be a request to the kindergarten building so they may have the Running Record of all incoming first graders.
Instructional Planning to support at risk students	Academic intervention services provided to students in the different tier levels according to student needs. Students at a tier 1.5 will be provided with whole group instruction by the classroom teacher. Students at tier 2 will be provided with push in services from the AIS teachers as well as Special Area teachers. Students at tier 3 will be pulled out to receive services in small groups by AIS teachers. Teachers will be provided with the names of the students with needed services for both ELA and Math.	Students will have services they need in both ELA and Math based on needs shown by data. Students can change services throughout the school year based on their individual growth and needs. Students will be provided with formative and summative assessments for progress monitoring to determining next steps, i.e.,	Evaluating tools such as assessments. I-Ready, NWEA, Running Records. Scheduling – AIS teachers and special area teachers will be available to support students.

		continue or discontinue support of the tier.	
SEL Leader In Me	Gives students the ability to voice their feelings regarding the leadership, culture and academics of the school and community.	To have students demonstrate leadership roles such as leading the morning announcements. We will have students engaging with student government activities. Have student led discussions and centers in classroom to increase student voice in the school community.	Leader In Me instructional books, forms, and website. Student government club. SEL classroom meetings.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Do you feel like your teacher knows the real you? When you're learning, do you think or feel that the experience in the classroom connects to your race, culture, religion, and gender? Do you feel there are opportunities for you to be an active participant in your learning as well as in school, after school, or community events? Do you feel safe, respected, supported, and a true sense of belonging in the school community? Do you think you have the opportunity to practice and build your social, emotional, and thinking skills?	80% for all
Staff Survey	How confident are you that students could move beyond the disagreement with a simple prompt from you to utilize an established routine? How confident are you that students already in your class will be able to empathize with the student and assist them with adjusting to their new school setting?	75% at Very confident for all

	How confident are you that you can assist this new student in utilizing skills or strategies to help them to work through this issue? How confident are you that the students will be able to utilize empathy to rebuild their friendship with each other? How confident are you that the students, without mediation from you, will be able to utilize the strategies you have taught them to rebuild their friendship with each other? How confident are you that you can assist the students in utilizing skills or strategies that will help them work through this disagreement? How confident are you that students will be able to utilize the strategies you have taught them to create their shared vision of the Mini Leadership Day with very little intervention from teachers? How confident are you that students, with very little intervention from teachers, will be able to utilize the strategies you have taught them to create a successful Leadership Day the demonstrates their student leadership skills? How confident are you that you can assist the student leaders in utilizing skills or strategies to help them plan the day? How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to build more positive interactions with their team?	

	How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to balance their team and school responsibilities? How confident are you that you can assist this student in utilizing skills or strategies to help them become an active participant in your class? How confident are you that you can assist this student in utilizing skills or strategies to help them get through the day ahead? How confident are you that you can assist this student in utilizing skills or strategies to help them find their voice? How confident are you that you can help them gain confidence to share their talent with the class? Does your school embed rituals and routines into daily practice that would help students practice the skills that would help them work through the types of issues discussed in the scenarios? Has your school explicitly taught students the strategies or skills that would help them work through the types of issues discussed in the scenarios? Has your school offered professional development on the strategies or skills that would help you support students through the types of issues discussed in the scenarios?	
Family Survey	How satisfied are you with the way this school: ...engages your child in learning? ...treats you as a partner in your child's education? ...provides ways you can assist in your child's learning at home? ...cares about your child's wellbeing?	75% at Very confident for all

	...takes the time to understand the home culture of your child? ...works to make your family feel welcomed, valued, loved and trusted? ...includes families in making decisions that affect your child? ...shares positive updates and information about your child? ...provides open communication about important issues and events? Most days, how likely is your child to: ...manage their emotions in a difficult moment? ...work to develop their talents? ...help without needing to be asked? ...think ahead so they can be prepared? ...consider potential consequences before making a big decision? ...follow through on their responsibilities without being reminded? ...use their time effectively? ...make choices that support their physical health? ...make choices that support their mental and emotional health? ...look for ways to discover their strengths? ...communicate their opinions and ideas clearly? ...be open to other people's points of view? ...resolve conflicts peacefully? ...be open to other people's ideas? ...try to understand the other person's point of view when listening? ...build and maintain relationships?	

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.

Reading i-Ready At or above grade level – 50%

Math i-Ready At or above grade level – 50%

Increase student leadership roles – (Grades 1-6)

Increase student performance within a 12-week period based on students' performance in the specified tier.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to developing a transdisciplinary, inquiry-based and student-centered education with meaningful learning at its core, enabling students to learn between, across and beyond traditional subject boundaries.
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 students should have the opportunity to learn about things they are passionate about in an environment where they have a sense of belonging. Students should have the opportunity to build strong, trusting, relationships with adults and peers. They will have the chance to research, create, and collaborate in order to present projects from their learning. We want students to see themselves reflected in their teachers, leaders, curriculum, and learning materials. We will celebrate diverse cultures and provide them with reading material that will take them into various cultures and learning opportunities. We want to empower our students by giving them leadership roles where they must work alongside their teachers to complete a goal for their classmates/peers. Students will continue using *Leader in Me* as an SEL program to build social, emotional, and cognitive skills. We will align the curriculum to include STEAM activities to guide student inquiry, dialogue, and critical thinking.

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?
Incorporating Learner Profiles	Relate with Student of the Month characteristics. Embedded in bulletin boards where student writing is reflected. Incorporate into daily interactions at school.	PBIS Token/Obama Bucks system. Student response submissions for Kindness Tuesday. Student recognition through "shout outs".	Act of Kindness tokens, PBIS tokens, Obama Bucks. Students led morning announcements. (Barack Obama News student reporters and staff). IB/PYP framework
Aligning IB curriculum w/Leader in Me	Daily SEL Leader in Me lessons The 7 Habits (aligning with Learner Profiles)	PBIS Token/Obama Bucks system. Student response submissions for Kindness Tuesday. Student recognition through "shout outs".	Act of Kindness tokens, PBIS tokens, Obama Bucks. Students led morning announcements. (Barack Obama News student reporters and staff).
Collaborating w/community partnerships	Global thinker approach to develop interest in the STEAM field. Increase the number of partnerships related to the field through Exhibition and unit planning.	Completed projects and presentations. School and community collaboration.	Community members and organizations - TD Bank

| | | Opportunity for students to have real world learning and experiences.

Students will be able to know about healthier choices and in turn share them with their families. | Hofstra School of Medicine Healthy Living Program

Northwell Health

NY Hall of Science

Science Museum of Long Island |
|---|---|---|---|
| | Continue the partnership with Junior Achievement which in turn will be connected to the IB units of inquiry.

Continue the Hofstra School of Medicine Healthy Living Program.

Will inquire about partnerships with Northwell Health as well as with the Science Museum of Long Island and the New York Hall of Science. | | |
| **End of Unit Celebrations** | Use of Cycle of Inquiry and Action Cycle to create lessons and final presentations. | Completed projects and presentations.

Collaboration.

Celebration of student work. | Units of Inquiry
Action Cycle
Cycle of Inquiry
Learner Profiles. |
| **Celebration of Cultural Diversity** | Hispanic Heritage Month
MLK Celebration
African American History
Women's History Month
Juneteenth | Various Research skills

Students study various Latin American Countries and cultures.

Students study an aspect of the African American culture.

Students study an aspect of Women's History. | Multicultural reading materials such as articles or books.

Research on laptops

Putting together presentations using various Microsoft programs or other methods. |

End-of-the-Year Desired Outcomes

School's 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	Have you had the opportunity to learn in various ways? Did you get the opportunity to collaborate with your classmates? Are you encouraged to perform better?	75% for all
Staff Survey	Did the partnerships in the community help enhance student learning? Did you have the necessary resources provided in order to fulfil the required curriculum for the IB/PYP and/or STEAM projects? Were your students able to apply skills learned throughout the interdisciplinary units?	80% for all
Family Survey	Has your child been given the opportunity to be an independent learner? Did your child get the opportunity to become technologically advanced this school year? Does your child exhibit leadership skills in school and outside of school?	70% for all

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.
STEAM Projects Leader In Me classwork Student/Teacher interactions and assignment completion Student presentations

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 2022-23?	We commit to increasing the student attendance rate by 10% at school so that students may increase their academic success allowing them to make progress while reducing chronic absenteeism by 10%.
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 have observed an increase in the chronic absenteeism rate throughout the school. This has a direct negative impact on student learning. We must identify and respond to absenteeism immediately as the year begins to target those students with chronic absenteeism and reduce their absence rate. Students need to have the opportunity to practice and build social, emotional, and cognitive skills. Being present in school allows this to occur. Students also need to build strong, trusting relationships with adults and peers, and their lack of presence in school does not allow that to occur. Overall, the students must be present in order to be engaged in meaningful learning. Chronic absenteeism prevents them from doing so. Students who attend school regularly have been shown to achieve higher academic levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. We want to build upon students' future habits for college and career readiness. We want our students to succeed in all school aspects. Therefore, improving school attendance will allow students more opportunities for academic progress and success. Building on their responsibilities and commitments as well to make them better citizens in their community.

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?
Set up Attendance Intervention (10 Days Target)	Students on the current list were placed there due to their 2021-2022 school year attendance. Have a list of chronic absenteeism to monitor and identify chronic absenteeism. The goal is for students to **not** be placed on the list. Also, the goal entails that the students on the list will be taken off the list early on because of attendance improvement. During parent orientation, inform parents of school days so they may plan accordingly.	We will make sure the list contains fewer names each marking period. Reduce chronic absenteeism.	10 Days Target list School Calenda. School Attendance Aide
Attendance Recognition	Student rewards given for perfect and excellent attendance. Students will be recognized schoolwide and will be highlighted on the attendance aide bulletin board.	Help encourage students to attend school.	School Attendance Aide Teachers

Monitor unexcused absences	Students must provide a valid excuse for absences. Parents will be provided with what excused absences entail.	Valid excused absences from students.	School Calendar Parent orientation meeting
Reward System for Attendance	Students with perfect and excellent attendance will be rewarded as a class and individually. Incentives given to students such as daily shout outs for 100% attendance class and monthly pizza party for classes Volunteer attendance champions (any staff members) to take in any student which attendance problem to help them and encourage them to come to school.	Students will look forward to attending school because they want to win the pizza parties given to class with the best attendance. Students are excited to hear their names mentioned in shout outs for attendance. The attendance champions will encourage students to keep up with attendance.	Improvement of student attendance. Students are encouraged to attend school.
Parent Involvement	Parents will be informed of attendance protocol. Parents will be called in to discuss any attendance issues observed. Parents will be given a calendar of all school days. Informational meeting about attendance during orientation. Give parents attention to not just absences but also for good attendance.	Parents will know the protocol for absences and will plan suitably. Parent meetings as needed to discuss attendance. Parents can plan their vacations based on school calendar and days off from school. Parents will have information before school starts.	School Calendar Parent letters

		Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance.	

End-of-the-Year Desired Outcomes

School's 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	Do you like to come to school every day?	75%
	How often do you miss an entire day of school?	Less than 20%
	Do you make up assignments for class if you have been absent?	75%
Staff Survey	Do you have students who are chronically absent?	Less than 10%
	As a class, do you celebrate student attendance?	80%
	For the school year, how many students have perfect or excellent attendance in your class?	80%
Family Survey	Did you attend the parent orientation in the beginning of the school year?	80%
	Did you receive information about school protocols for attendance this school year?	80%
	Do you believe parent involvement will help with your child's attendance and academic success?	80%
	For what reason would you keep your child home from school?	(List of Reasons)

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.
Attendance rate improvement
Attendance protocols in place
Improved Academic success.

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

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**
    ☐ Rating: Meets WWC Standards Without Reservations
    ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**
    ☐ Rating: Top Tier
    ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**
    ☐ Rating: Model Plus
    ☐ Rating: Model
    ☐ Rating: Promising

☐ School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
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
Rozella Fibleuil	Assistant Principal
Catherine Foskey	Teacher Assistant
Kimberly Hale	Teacher
Bernadette Johnson	Teacher
Lisaura Moreno	Principal
Cynthia Perez	Bilingual Teacher
William Taylor	Music Teacher
Stacey Lagnese	AIS Teacher
Gladys Hernandez	Parent
Blanca Hercules	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
5/18/22		X	X	X		
5/20/22				X		
5/24/22	X					
5/25/22	X					
5/26/22	X					
6/24/22				X		
7/11/22					X	
7/12/22					X	
7/13/22					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
Two students were selected from each classroom to interview. Responses were collected and reviewed to develop the plan.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
It allowed us to look at areas where additional Professional Development is needed. We also recognized the areas where we are sustaining the level of practices.

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.