



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Cairo-Durham CSD	Cairo-Durham Elementary	K-5

## Collaboratively Developed By:

The Cairo-Durham Central School District SCEP Development Team, school leadership team, administration, and parents created the following plan.

*And in partnership with the staff, students, and families of Cairo-Durham 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 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.

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

### Resources for the Team

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

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

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We are committed to acknowledging and putting into practice the belief that building trusting relationships and focusing on social emotional growth is as important as academic growth. We strive to provide a safe, responsive educational experience for all students that fosters their sense of belonging and value in their classroom, school, and larger Cairo-Durham community which helps increase confidence towards graduating from Cairo Durham.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <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 that all students, faculty, and staff's social emotional health is vitally important to building a positive future in our community.</p> <p>We believe building relationships are the foundation which all other aspects of school and learning are based on.</p> <p>Based on the Equity Self Reflection, we want all students, faculty, and staff to feel a sense of belonging to our school and community.</p> <p>Students shared via the Thought Exchange survey they enjoyed time intermingling with other students and spending time with students outside their class. Students also expressed an appreciation for going on field trips.</p> <p>Parents shared a desire to create a fundraising calendar to stream line or organize all the school fundraising efforts.</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><b>The Positivity Project</b></p>	<ul style="list-style-type: none"> <li>● P2 calendar shared with all faculty and staff</li> <li>● Weekly virtual assemblies for each grade level</li> <li>● Student identified per class to receive positive referral</li> <li>● Student recognition of other students at assemblies</li> <li>● In person assemblies for pillars of OPM</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in unexpected behaviors in classrooms, bathrooms, hallways, and lunch/recess</li> <li>● Quarterly discipline and positive referral data</li> </ul>	<ul style="list-style-type: none"> <li>● P2 website and slideshow</li> <li>● Google Meet assembly schedule by grade</li> <li>● P2 Referrals and awards</li> </ul>
<p><b>PBIS Team</b></p>	<ul style="list-style-type: none"> <li>● bi monthly meetings</li> <li>● creation of PBIS events throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>● increase of participation in meetings</li> <li>● increase of community participation at events</li> <li>● Review of event attendance at PBIS meetings</li> </ul>	<ul style="list-style-type: none"> <li>● fundraising opportunities throughout the year</li> <li>● Staff input/participation in planning</li> <li>● Meeting area after school day</li> </ul>

Commitment 1

			<ul style="list-style-type: none"> <li>● Community communication</li> </ul>
<b>Zones of Regulation</b>	<ul style="list-style-type: none"> <li>● Zones of Regulation room to support self regulation</li> <li>● Zones visuals and lesson for teachers; push into lessons for classrooms</li> <li>● Aides will receive training in zones</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in unexpected behaviors in classrooms, bathrooms, hallways, and lunch/recess</li> </ul>	<ul style="list-style-type: none"> <li>● Zones of regulation visual for each classroom</li> <li>● Zones schedule for push in lessons</li> </ul>
<b>Check and connect Program</b>	<ul style="list-style-type: none"> <li>● Faculty/staff check in on identified students</li> <li>● Guidelines for what a check and connect should consist of</li> </ul>	<ul style="list-style-type: none"> <li>● attendance and/or referrals rates of identified check in students</li> </ul>	<ul style="list-style-type: none"> <li>● List of identified check and connect students</li> </ul>
<b>Home Visits</b>	<ul style="list-style-type: none"> <li>● Admin and counselors create home visit list at least quarterly and as needed</li> <li>● Principal, social worker, and attendance supervisor go on home visits</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in engagement with school of home visit students</li> <li>● Data review of home visit students at counseling meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Ability for teachers to make a home visit request</li> </ul>
<b>Faculty Morale</b>	<ul style="list-style-type: none"> <li>● First friday faculty breakfast</li> <li>● Friday shout outs on announcements</li> <li>● Traveling mustang mascot</li> <li>● Teambuilding activities</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance of faculty events</li> <li>● Number of “shout outs” on the Friday recognition</li> </ul>	<ul style="list-style-type: none"> <li>● Lawn games day for faculty and staff</li> </ul>
<b>PTA</b>	<ul style="list-style-type: none"> <li>● Promote and encourage participation in PTA meetings and events</li> <li>● PTA section of the website</li> <li>● Return of in person events</li> <li>● Grade level rotation at PTA meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Attendees in PTA meetings</li> <li>● Traffic to PTA section of website</li> <li>● Success of in person book fair and other events</li> </ul>	<ul style="list-style-type: none"> <li>● Put PTA meetings on website and social media</li> <li>● Participation in fundraising efforts</li> </ul>

Commitment 1

	<ul style="list-style-type: none"> <li>● Creation of a fundraising calendar for the school</li> </ul>		
<b>Therapy Dog</b>	<ul style="list-style-type: none"> <li>● SRO Deputy Espel has trained therapy dog Mac with him daily</li> <li>● Mac visits classroom and students daily and can de-escalate students in crisis</li> </ul>	<ul style="list-style-type: none"> <li>● Number of classroom visits</li> <li>● Number of deployments for de-escalation</li> </ul>	<ul style="list-style-type: none"> <li>● Supplies for Mac for increased training</li> </ul>
<b>Student Council</b>	<ul style="list-style-type: none"> <li>● Student council organizes several “spirit weeks” throughout the school year</li> <li>● Student council members lead daily morning announcements</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in spirits weeks</li> <li>● Rotation of student council members leading announcements</li> </ul>	<ul style="list-style-type: none"> <li>● Stipend for student council moderators</li> </ul>

## 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>
<b>Student Survey</b>	What are some important things from this school year?	<ul style="list-style-type: none"> <li>● 100% student participation</li> <li>●</li> <li>● Top thoughts should inform student programs and opportunities</li> </ul>
<b>Staff Survey</b>	In reflecting on this school year, what is your biggest takeaway?	<ul style="list-style-type: none"> <li>● 80% faculty and staff participation</li> <li>● Top thoughts should inform strategic planning</li> </ul>
<b>Family Survey</b>	As we prepare for the 23-24 school year, what are you looking for in the new school year?	<ul style="list-style-type: none"> <li>● 60% family participation</li> <li>● Top thoughts should inform strategic planning</li> </ul>

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

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

#### Commitment 1

- Strategic Thought Exchange surveys shared with various stakeholders to inform administration and the school leadership team with information and beliefs about the school and district
- Quarterly discipline and positive referral data
- Attendance of faculty and community events
- PPS log with number of radio calls



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We are committed to providing an equitable education for all students to narrow the gap so they are prepared to reach their highest potential. We will strengthen our curriculum to provide a cohesive, vertically aligned approach to the content students encounter, so they are engaged in meaningful learning that is relevant to them and their future.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <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>Our students showed great improvement in reading and math skills, but we are committed to closing the gap shown in all students with tiered instruction both within and out of the classroom.</p> <p>We believe a continued focus on a vertically aligned curriculum will increase student achievement and enhance our professional learning community vision.</p> <p>Based on the Equity Self Reflection, we want to build and engage our students in meaningful learning which prepares them for their future in a relevant way.</p> <p>Students shared in the Thought Exchange they enjoyed projects and working with their peers in the classroom.</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><b>RtI Block Schedule</b></p>	<ul style="list-style-type: none"> <li>● Careful scheduling for AIS and gen ed teachers</li> <li>● Identification of tier 2 &amp; 3 students</li> <li>● Training for AIS providers</li> <li>● Tier 2 instruction from gen ed teacher</li> <li>● Students selection process via use of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>● An increase of students identified as tier 1 through iReady diagnostic</li> <li>● An increase in the number of students identified as tier 2 from tier 3</li> <li>● 3 times a year during iReady diagnostic</li> <li>● Continued use of math weekly formative assessments and phonics playground in Really Great Reading</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Recovery for two AIS reading teachers</li> <li>● School wide data walls</li> <li>● Teachers work with AIS teams to schedule pull outs</li> <li>● Coaches create and monitor use of formative assessments</li> </ul>
<p><b>Internal and Questar coaching support</b></p>	<ul style="list-style-type: none"> <li>● Support tier 1 and 2 instruction in the classroom</li> <li>● Modeling lessons for teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Gauge anecdotal evidence shared by teachers and</li> </ul>	<ul style="list-style-type: none"> <li>● Job description shared to staff</li> </ul>

Commitment 2

	<ul style="list-style-type: none"> <li>● New teachers support</li> <li>● Coaches rotate through morning meetings</li> </ul>	<p>coaches at scheduled meetings</p> <ul style="list-style-type: none"> <li>● Movement of students to lower service tier as identified on various assessments</li> <li>● Formative assessment data in both ELA and Math</li> </ul>	<p>of coaches responsibilities</p> <ul style="list-style-type: none"> <li>● Designated schedule with built in flexibility</li> </ul>
<b>IST Process</b>	<ul style="list-style-type: none"> <li>● Continue IST process</li> <li>● Encourage struggling students to be brought to team</li> <li>● Share positives of process and success stories</li> </ul>	<ul style="list-style-type: none"> <li>● Accomplishment of goals for IST students from meeting to meeting</li> <li>● Increase in teachers utilizing the IST process</li> <li>● Number of students no longer needing follow up meetings due to successful interventions</li> </ul>	<ul style="list-style-type: none"> <li>● AIS teachers attend meetings along with Administrator, Psychologist/Co counselor, Classroom Teacher and Parent (IST 2+)</li> <li>● Meeting space needed (usually AP office)</li> </ul>
<b>K-8 Literacy Steering</b>	<ul style="list-style-type: none"> <li>● PLC training</li> <li>● Continue meeting regularly (monthly at minimum)</li> <li>● Continue to share data and discuss how to best use information for instructional improvement</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement in student literacy data</li> <li>● Teacher use of PLC agenda, maps, and data walls</li> </ul>	<ul style="list-style-type: none"> <li>● Frameworks, forms, and rubrics expectations for teachers</li> </ul>
<b>PLC 4 Questions</b>	<ul style="list-style-type: none"> <li>● Team identify essential standards</li> <li>● Teams align assessments to standards</li> </ul>	<ul style="list-style-type: none"> <li>● Quarterly review of assessment data progress at grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>● PLC professional development with Dr. Andrews</li> </ul>

Commitment 2

	<ul style="list-style-type: none"> <li>● Teams analyze and review student assessment data</li> <li>● Shift and differentiate instruction to meet student need</li> <li>● Vertical alignment of curriculum and standards</li> </ul>	<ul style="list-style-type: none"> <li>● Data displays movement of students to reduces service tier</li> <li>● Math Formative assessment data gathered weekly</li> <li>● Standards mastery iReady data gathered every three weeks for grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>● iReady training for all 3-5 teachers in standards mastery assessment</li> </ul>
<p><b>Project Based Learning</b></p>	<ul style="list-style-type: none"> <li>● Grade levels create and plan cross curricular projects</li> </ul>	<ul style="list-style-type: none"> <li>● Observable evidence in classroom and within shared units</li> <li>● Engagement with parents and community</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development with social studies and science coaches</li> </ul>

## 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>
<b>Student Survey</b>	What are some important things from this school year?	<ul style="list-style-type: none"> <li>● 100% student participation</li> <li>● Top thoughts should inform student programs and opportunities</li> </ul>
<b>Staff Survey</b>	In reflecting on this school year, what is your biggest takeaway?	<ul style="list-style-type: none"> <li>● 80% faculty and staff participation</li> <li>● Top thoughts should inform strategic planning</li> </ul>
<b>Family Survey</b>	As we prepare for the 22-23 school year, what are you looking for in the new school year?	<ul style="list-style-type: none"> <li>● 60% family participation</li> <li>● Top thoughts should inform strategic planning</li> </ul>

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.

## Commitment 2

- Use and analysis of weekly math formative assessment data to inform instruction
- Use and analysis of standards mastery assessment every three weeks for grades 3-5
- Following the assessment calendar, the iReady diagnostic will be given 3 times a year with analysis of tiered students
- Following the assessment calendar, the phonics screener will be given 3 times a year with analysis of high need students
- Following the assessment calendar, F & P testing will be given quarterly and instruction will be adjusted accordingly
- Following the assessment calendar, math and ELA benchmarks will be given twice a year with analysis

### Commitment 3

### Commitment 3





## Commitment 4

## Key Strategies and Resources

## End-of-the-Year Desired Outcomes

## 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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The Questar and district coaches will support this evidence based intervention with embedded coaching in the classroom, participating in grade level collaborative meetings, support tiered instruction and interventions, assist with data collection and analysis, and work towards instructional changes to support student achievement.

**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>Instructional Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	The Questar and district coaches will support this evidence based intervention with embedded coaching in the classroom, participating in grade level collaborative meetings, support tiered instruction and interventions, assist with data collection and analysis, and work towards instructional changes to support student achievement.

**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>	

Evidence-Based Intervention

<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

Name	Role
Christopher Stein	Principal
Danielle Czech	Assistant Principal
Michelle Reed	Asst Super for Curriculum and Instruction
Doug Morrissey	PPS Director
Katie Chase	kindergarten teacher
Tammy Farnsworth	1st grade teacher
Danielle Halwick	2nd grade teacher
Lucy Baeckmann	3rd grade teacher
Marcie Rath	4th grade teacher
Rachel Pollard	5th grade teacher
Julia Wanek	special education teacher
Meghan Adrian	1st grade teacher
Wendy Choinsky	1st grade teacher
Amy Benjamin	Literacy coach
Peter Goodwin	Math coach
Meghan Wright	Parent
Nicole Greci	Parent

Our Team's Process




## 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>		
5/11/22		X				
5/12/22			X	X		
5/13/22		X				
5/18/22				X	X	
6/2/22				X	X	
6/8/22					X	
6/30/22					X	X
7/18 - 7/21	X					

## Our Team's Process

--	--	--	--	--	--	--

## 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**

Students were given several opportunities to write an anonymous thought in the Thought Exchange survey. Then students were given several opportunities to rate the thoughts of others. This makes the most popular thoughts rise to the top, and the most unpopular thoughts sink. Over the course of a week, students were supported by their teachers to put their ideas and ratings into the thought exchange.

Students met individually with their summer school teacher and were asked three questions. The questions are 1) What are things we could do to help students feel better in school? 2) If you wanted adults in the school to know one thing about you, what would it be? and 3) What do you hope for next year? The students answered honestly and provided some wonderful insight into the perspective of the students at CDE. Based on the responses, students would like adults to be nice and kind to them, and they enjoy participating in various activities with their peers (recess, free time, games, PE, etc). Based on this, it fits very well with our first commitment. We will continue to focus on building trusting relationships and providing a responsive environment to students' needs. As we continue the positivity project, and continue to hold events for students and families, the students' ideas shared during the interviews will be addressed and met. One new addition will be social emotional training for aides and bus drivers. We are partnering with a trauma/SEL training provider to schedule mandatory training for these stakeholders.

### Equity Self-Reflection

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

During the May school leadership team meeting, the team completed the Equity Self Reflection in two teams. Each team completed a response sheet which was collected and responses compiled. The list of responses were used by the SCEP drafting team to assist with language and focus for the school commitments. The SCEP drafting team used the response to help select methods for meeting the commitments. It also informed the district level improvement plan.

## 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 adjustment to their plans when appropriate.