

**School Comprehensive Education Plan**

2022-23

| District | School Name | Grades Served |
| --- | --- | --- |
| Binghamton City School District | Calvin Coolidge Elementary School | PK-5 |

| Collaboratively Developed By |
| --- |
| | [Kelly Bough](mailto:boughk@binghamtonschools.org) | Principal | | --- | --- | | Patti Fiato | Kindergarten | | Trish Anastos | 1st Grade | | Jen Maerkl | 2nd Grade | | [Jason Napierala](mailto:napieraj@binghamtonschools.org) | 3rd Grade | | Ann Marie Bogart | 4th Grade | | [Lori MacLennan](mailto:maclennl@binghamtonschools.org) | 5th Grade | | Dorine Severino | Related Services | | Sue Tracy | Teaching Assistant/ Paraprofessional | | Beth Wunder | Interventionist | | Peg Doherty | SEL/Counseling | | Seth Caister -Rivera | Parent | | Kristi Begeal | Special Education | | Adana Brauer | Specials | | Shawn Normil | Paraprofessionals |   2021-2022 Dario Vazquez, Angela Driscoll, Jen Maerkl, Jason Napierala, Ann Marie Bogart, Lori MacLennan, Dorine Severino, Sue Tracy, and Adana Brauer.  *And in Partnership with staff, students, and families of Calvin Coolidge 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) 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](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-of-developing-the-scep_2.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-for-2022-23-scep.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month_1.pdf)

# COMMITMENT 1

Our Commitment

| **What is one commitment we will promote for 2022-23?** | **Relationships:**  We commit to further deepen connections among Students, Staff and the Community by providing an inclusive, nurturing environment for all |
| --- | --- |
| **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?* | * Both staff and students need additional opportunities for positive human connection. Although this was the first year that we were fully in-person; and for many of our primary students, it was their first experience in a school setting, continued Covid guidelines impacted students’ ability to build relationships. Reconnecting with peers was difficult, and many had to relearn how to interact with peers and adults. * This ties to the district vision “Believe, Belong and Become” * In student interviews, students continued to express the need to socialize with peers and adults. They have a strong interest in being able to engage in personal conversations with adults at school. * Our collective belief is that we have a responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. We continue to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs. |

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? |
| BU Cares | Binghamton University Professors partner with Coolidge through the [BU CARES](https://www.bumc.bu.edu/busm/faculty/bu-cares/) Program. A teacher volunteers to host a Parent Mentor in their classroom. The Parent Mentors bridge the gap between the school and the minority community. They provide additional support in the classroom, build positive relationships with students, and make calls to parents. | Monthly meetings with BU Professors, parent mentors, classroom teachers, and building leaders to discuss what is going well and ways to improve.  Survey generated from the CARES Program is given to families and students of classrooms with parent mentors twice per year | -Teachers to volunteer to host  -Parents to serve as mentors  -Schedule  Stephanie Ghosin-Szeliga and Patti Fiato are hosting this year. More mentors are available based on teacher interest. |
| Mentor Program | Select students(determined by mentor availability (10)) are assigned a mentor based on possible interests. They meet weekly. They have lunch together. They play games. They are role models and listen to students. | Attendance  Discipline Data | -List of students  -School Counselor, -Parent/Teacher Requests for student participation in grades 4 & 5  -Discipline Data  -Attendance  -Positive Relationship Building/Connection  -Mentors  -Games/Activities  Space to meet (Library) |
| pARTners | Staff volunteers to lead themed activities (cooking, crafts, something cultural). Families sign up to join a class. They come in weekly for several weeks to participate. | Based on enrollment and attendance  Survey on the last day in the form of an exit ticket (What did you think? Would you do this again? How can we improve?) | -Staff to Participate  -Families to sign up  -Money for supplies  -Stipend to pay staff  -Space  -Schedule |
| Cornell Cooperative Extension After School Program | Science and Physical Education component. Snacks and transportation are provided. Staff supports the program. The curriculum and activities are planned by the CCE group. | Enrollment and attendance | -Schedule  -Volunteers  -Students  -Snack  -Transportation  -Space (Library/Gym/Outside) |
| Culturally and Linguistically Responsive Teaching Practices (CLR) | Through book studies and coaching cycles, certified teaching staff and support staff will become proficient in and utilize CLR Teaching Practices. At least 20 staff will be onboarded. (*Note: 20 is the district goal per building*) | Student Climate Survey (Spring)  Discipline Referrals (Ongoing)  Attendance (Ongoing) | -Time: Schedule of book studies and coaching cycles  -Materials: Coaching materials and the book  -Staff to participate (20)  -Funding: Pay for materials and coaching cycles |
| Student Interest Clubs | We will pursue student interest groups during recess and after school per students’ requests from surveys. | Discipline Data  Attendance/Student participation | -Stipend for staff  -Money for supplies  -Organizer |
| Restorative Practices   1. Morning Meetings 2. Patriot Peace Place 3. Respect Agreements 4. Restorative Conferences 5. Relate Break Questions 6. Spark at the Door | 1. Morning meetings are held in each classroom daily. 2. Each classroom has a designated space where students can go to calm themselves. 3. Classes create a Respect Agreement at the beginning of the school year and all students sign it. Students and teacher revisit this on a weekly basis or as needed 4. When an issue arises a conversation between student(s), adult(s) occurs to repair the relationship and restore trust, and make reparations. This may require a classroom teacher reaching out to a member of the SEL team. 5. Relate break questions are shared daily. Teachers include the question in their morning meeting or during the day. 6. Students choose how they want to be greeted at the door when they enter the classroom | Coolidge Cares Survey, Student Climate Survey, Student Participation  Discipline data | -Schedule  -Patriot Peace Chair  -Basket of fidget items  -Paper and writing device  -Time to complete/review it  -SEL Curricular -Resources  -Form  -Time  -SEL member  -Relate Break Questions  -SPARK options posted |
| SEL Curriculum | School counselor will push-in to three grade levels determined by school needs. | Coolidge Cares Survey  Student Climate Survey  Discipline referrals | -Schedule  -SEL Curricular -Resources |
| Buddy Classrooms | Intermediate classrooms will buddy with primary classrooms to establish friendships through art, reading, and other various activities. | Student Survey  Participation  Attendance | -Schedule |
| Check-In Check-Out  (District initiative on check in and check out to focus on attendance and behavior as needed) | Students will be assigned a coach to provide support and encouragement. | Coolidge Cares Survey  Student Climate Survey  Attendance Data | -Coaches  -Incentives |
| ZONES of Regulation | Zones are posted in each classroom. The language is used in all classrooms and during morning meetings. | Coolidge Cares Survey  Student Climate Survey  Discipline referrals | -Posters  -Time to train new teachers to the building (Kim Wiggins PD) |
| PTA connections | PTA will pursue family engagement through evening events at the school. | Family attendance/participation | -Staff/Parent volunteers  -Membership |

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 | My teachers really care about me.  There is an adult at this school who will help me if I need it.  Students in my class behave so that I can learn.  Most students in my school are well-behaved.  Good Behavior is noticed at my school.  Teachers and adults listen to students’ ideas about the school.  I feel like I belong. | 100% of students will respond, agree or strongly agree.  2022-2023 - 0% of students will respond, disagree or strongly disagree.  2022-2023 - 0% of students will respond, disagree or strongly disagree.  2022-2023 - 0% of students will respond, disagree or strongly disagree.  2022-2023 - 90% of students will respond, agree or strongly agree.  2022-2023 - 90% of students will respond, agree or strongly agree.  2022-2023 - 100% of students will respond, agree or strongly agree. |
| Staff Survey | Students are encouraged to participate in extracurricular activities.  Parents/Families are made to feel welcome in this school.  This school has a clear process to identify students who would benefit from additional support in non-academic areas (ex: school counselors, social workers, etc.)  District and school leadership encourages teachers to emphasize both the development of student academic skills and student social emotional skills. | 2022-2023 - 75% of staff will respond, agree or strongly agree.  2022-2023 - 100% of staff will respond, agree or strongly agree.  2022-2023 - 85% of staff will respond, agree or strongly agree.  2022-2023 - 90% of staff will respond, agree or strongly agree. |
| Family Survey | The school supports my child and family.  The school does a good job meeting the social and emotional needs of my child/children | 2022-2023 - 100% of families will respond favorably on Thought Exchange Survey.  2022-2023 - 100% of families respond favorably on Thought Exchange |

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. |
| --- |
| For each of the following programs 80% of registered participants will attend each session:   * pARTners * Mentor Program * Cornell Cooperative Extension After School Program * Buddy Classrooms * Student Interest Groups   The majority of behaviors will be handled through school tool, classroom incidents and restorative conferences  100% K-5 students will have access to SEL curriculum |

# COMMITMENT 2

Our Commitment

| **What is one commitment we will promote for 2022-23?** | **Academic Excellence:** We commit to strengthening our ability to provide a meaningful, cohesive, relevant curriculum to our students through building and improving our PLC’s |
| --- | --- |
| **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 that our students need a guaranteed and viable curriculum based on the identified essential standards to meet or exceed grade level expectations. * We will strive to create a school-wide system that provides interventions and enrichment using research-based methods that meet the academic needs of our students by initiating “What I Need” (WIN) opportunities. * Students shared in interviews that they would like additional enrichment opportunities throughout the day that give them a variety of interest-based experiences. * When completing the Equity Self-Reflection, the team will continue to facilitate teaching and learning practices that enable individuals to grow as independent learners. |

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? |
| Focused work with essential Standards for Math and ELA through our PLC work | **Our discussions will revolve around the four critical questions of a PLC:**   * What do we want all students to know and be able to do? * How will we know if they learn it? * How will we respond when some students do not learn? * How will we extend the learning for students who are already proficient? | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Schedule  -Time  -PLC members  -PLC agenda/minutes  -Create Assessments  -[Guiding Coalition Commitments](https://docs.google.com/document/d/11115fG7Uty7q0DSDEuFt2pZfrsgAdUHc4q4Qm2nQDpQ/edit?usp=sharing) |
| Initiating “What I Need” (WIN) opportunities. | A designated time during the school day to support below level/on level/above level students. | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Schedule  -Time  -PLC members  -Interventionists  -PLC agenda/minutes  -Create Assessments  -Guiding Coalition Commitments |
| Grade Level RTI meetings at least once per month | One PLC per month is devoted to grade level RTI discussions. Teachers collectively discuss instructional strategies, interventions, and modifications to current interventions**.** Students are given a goal to work towards and interventions are identified. | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Schedule  -Time  -PLC members  -Interventionists  -PLC agenda/minutes  -Progress Monitoring |
| Common planning times | PLC’s will have **3** or more common planning times | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Schedule  -Extra hours provided |
| Greg Tang | The district is implementing Greg Tang Math. We will participate in Professional Learning Opportunities and utilize the curriculum. Interventionists will utilize Greg Tang Math to align interventions with core instruction. | Common Formative Assessments  i-Ready Diagnostics | -Time  -Greg Tang resources  -Scope and sequence  -Assessments  -Money to purchase manipulatives  -Additional Training |
| I-Ready Math | Students will complete 45 minutes of I-Ready instruction. PLC’s can collaborate to decide which lessons should be included to strengthen understanding around essential standards. | Common Formative Assessments  DDI’s  i-Ready Diagnostics | -Time  -I-Ready  -Device  -Internet  -Headphones |
| Workshop Model  (Math and ELA) | The workshop model begins with the mini lesson for all students, then students work in small groups based on need. There is a teacher to lead a small group, at the end the group comes together for a formal or informal assessment (i.e. exit ticket, end of lesson discussion). Will include an element of choice. | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Time/Schedule |
| Book Study | Research on teaching practices that enhance mathematical thinking & learning that challenge and reevaluate the traditional workshop model in mathematics. | Increased Student Engagement &  Collaboration  Student directed vs. Teacher directed learning | -Building Thinking Classrooms in Mathematics Grades K-12 by Peter Liljedahl  -Time  -Schedule  -Staff Participation (minimum of 10)  -Professional Development |
| Co-Teaching  (Math and ELA) | We will strive to utilize co-teaching for interventions in most cases. | Common Formative Assessments  DDI’s  i-Ready Diagnostics  Benchmarks  On-Demands | -Time/Schedule  -Collaboration |

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 | I can make connections between what is taught at school and my life.  I have a chance to learn in ways that work best for me. | 2022-2023 students will respond 90%, agree or disagree. |
| Staff Survey | This school academically challenges its students.  When a student receives support from other staff members, there is collaboration between the child’s classroom teachers and the staff providing the support to make sure their work is aligned. | 2022-2023 - 85% of staff will respond, agree or disagree.  2022-2023 - 75% of staff will respond, agree or disagree. |
| Family Survey | The school does a good job engaging my child/children.  The school does a good job meeting the academic needs of my child/children. | 2022-2023 - 100% of families respond favorably to the Thought Exchange survey.  2022-2023 - 100% of families respond favorably on Thought Exchange. |

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. |
| --- |
| F&P Benchmarks: 75% of students will reach their EOY benchmark goal and/or 1.25 year’s growth.  i-Ready: 75% of students will meet their Typical Growth Goal from the BOY Diagnostic to the EOY Diagnostic  On Demands: 75% of students will score a 3 (scaled score) on their post on-demand and/or make a 1 point (scaled score) growth between the pre and post on-demand. |

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](about:blank)

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 (PLC’s) |
| --- | --- |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | The PLC process will support the academic, social, and emotional well-being of our students by promoting collective teacher efficacy around common profiles of student success to enhance our team’s collaboration. |

## ☐ 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 |
| --- | --- |
| Kelly Bough | Principal |
| Patricia Fiato | Teacher |
| [Patricia Anastos](mailto:anastosp@binghamtonschools.org) | Teacher |
| AnnMarie Bogart | Teacher |
| Margaret Doherty | Counselor |
| Jason Napieralla | Teacher |
| Sue Tracey | Teaching Assistant |
| [Kristi Begeal](mailto:begealk@binghamtonschools.org) | SWD Teacher |
| Adana Brauer | PE Teacher |
| Ashley Hendrickson |  |
| Dorine Severino | Related Services |
| Lori MacLennan | Teacher |
| Sharon Bieber 2022-2023 Beth Wunder | Reading Intervention |
| Jennifer Maerkl | Teacher |
|  |  |
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|  |  |
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## 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 |
| --- | --- | --- | --- | --- | --- | --- |
| *Example: 4/6/21* |  |  | *x* | *x* |  |  |
| 5/23/2022 | X | x |  |  |  |  |
| 6/2/2022 |  |  |  | X | X |  |
| 7/15/2022 |  |  |  | X | 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 |
| --- |
| The Student interviews influenced the team's plan by inquiring about what was in place during the 2021-2022 school year and what would be a positive change for this upcoming school year 2022-2023. The interview of students also targeted what students need to feel better about school and enhance a feeling of belonging. The surveys were used to focus on recurring themes in student answers to write the SCEP plan. |

### Equity Self-Reflection

| Describe how the Equity Self-Reflection informed the team’s plan |
| --- |
| The Equity Self Reflection informed the team’s plan by spotlighting the need for professional development opportunities for faculty focused around Bias, and being Culturally Responsive to support all stakeholders |

Next Steps

Next Steps

1. **Sharing the Plan:**
   1. **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.
   2. **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.
   3. **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):
   1. Ensure that the plan is implemented no later than the first day of school
   2. Monitor implementation closely and make adjustments as needed
   3. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   4. 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.