School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Yonkers City School District	Museum School 25	PK-6

Collaboratively Developed By:
The Museum School 25 SCEP Development Team   **SCEP Team Members: Brian Gray (Principal), Danielle Calvi, Alyssa Tamburello, Angeline Grady, Michelle Zarychta, Nicholas Creazzo**   *And in partnership with the staff, students, and families of Museum School 25.*

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 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 3 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?	Improve ELA Academic Progress Level for the ED, MLL, and SWD subgroups to move from Level 1 to Level 2

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?*

-This commitment aligns to our school's vison by giving the opportunity for student equity in learning based on the student individual needs that include learning styles, Second Language Acquisition, designated learning disability, or socio-economic status.

-Based on data that was aggregated from the most recently released NYS ELA Exam, we identified the total ***number of students performing at Level 1***, based on the NYS Scale Score:

Grade	ED	%	MLL	%	SWD	%
3	50/56	89%	12/12	100%	16/16	100%
4	28/33	85%	7/7	100%	2/3	67%
5	37/42	88%	6/6	100%	16/16	100%

-Based on data that was aggregated from the NWEA MAP in Reading from Fall 2021 to Spring 2022, below is a chart ***showing movement from Level 1 to a Level 2***, based on the conversion of NWEA MAP to NYS Scale Score:

Grade	ED	%	ELL	%	SWD	%
5	1/22	5%	1/3	33%	0/13	0%
4	2/17	12%	1/5	20%	0/3	0%
3	3/31	10%	0/8	0%	1/15	7%
2	5/34	15%	0/8	0%	0/11	0%
1	10/27	37%	0/8	0%	1/5	20%
K	2/6	33%	1/1	100%	x	x

-At each grade level, the number of students that are identified at Level 1 who are also chronically absent are as follows:

Grade	ED	%	ELL	%	SWD	%
5	12/22	55%	2/3	67%	8/13	62%
4	8/17	47%	2/5	40%	2/3	67%
3	15/31	48%	3/8	36%	5/15	33%

Commitment 1

2	17/34	50%	1/8	13%	5/11	45%
1	17/27	63%	6/8	75%	3/5	60
K	2/6	33%	1/1	100%	x	x

-This commitment is influenced by the 'How Learning Happens' document in the following ways:

- We plan to consider student social-emotional an cognitive abilities and needs to help them achieve academic success by continued differentiation of curricula in ELA and support from PST. We plan to continue the use of Restorative Practices. The school plans to continue using PD relative to socio-emotional learning through Rethink Education.

-This commitment is important because we want to ensure that we are addressing any gaps in learning and academic achievement, based on performance data in ELA.

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?
Restorative Practice PD	The Pupil Support Team will oversee the Restorative Practices school-wide protocol to align with YPS Code of Conduct. On-going training will be provided for PK-6.	Lower number of student suspensions and incident reports	Time for PD and Staffing
Academic Intervention Support	Administration will oversee daily implementation of Academic Intervention Support (AIS). AIS is built into the master schedule to increase use of our Title I teacher to drive down small group numbers. For the first half of the AIS Block there will be DEAR Reading time to practice reading stamina and fluency along with small group support, alongside virtual learning platforms; Achieve 3000, NWEA MAP Skills, IXL, and Smarty Ants.	Student improvement in ELA, based on the NWEA MAP Data to serve as a progress monitor	Time and staffing
Explicit Instruction	Teachers will continue to utilize Explicit Instructional Practices to include Workshop Model and Mini Lessons.	Administrative Observations and feedback	Updated Training on Explicit Instruction, Workshop Model and Mini Lessons.
Community Engagement	Parents will be introduced to the curriculum and expectations at Open House and at PTA meetings.	Parents will have an increased understanding of	Space, Parent Videos from Benchmark Universe and PTA

		the work their children are experiencing	open up for questions from parents.
The Balance Between	Contract with the Balance Between to facilitate PD for aides, new teachers and a refresher for returning teachers on the Thinking Maps to continue usage and consistency across grade levels.	Improvement in student writing MAP scores	Funding for contract Time in schedule for PD Admin. walkthroughs
Hudson River Museum	Contract with Hudson River Museum to facilitate PD for teachers – ELA, Art Exhibits and on site artist to make connections with students; Class trips to the museum; Family passes	MAP scores Student writing samples Increase family involvement	Funding for contract Time in schedule for PD PLC time dedicated to student writing analysis

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 (e.g. % agree or strongly agree)
Student Survey	How has Achieve 3000/Smarty Ants helped you this year? Do you feel you have improved in reading?	50% of Achieve users will indicate that it has helped them. 60% will indicate they have improved.
Staff Survey	How has the PD provided help my classroom ELA instruction? What PD provided the greatest impact on my classroom regarding ELA?	80% of staff will indicate that PD has impacted their teaching. 100% will respond and information will inform the PDC.
Family Survey	How has your child expressed a desire to read? Has our ELA curriculum benefited your child this year?	50% of parents will indicate that their children have increased reading at home. 70% will indicate they have improved through the ELA Benchmark Curriculum

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.

By the end of this year, Museum School 25 will strive to achieve the following:
1. Four or more students will achieve an increase in scores from a Level I to Level II in our targeted subgroups.
2. An outcome from the Restorative Practice trainings will be decrease suspensions by 50% or more and increase overall attendance percentages by week within the subgroups targeted in this commitment.
3. Students will consistently use Achieve 3000/Smarty Ants to help raise their literacy scores.
4. Teachers will approach Explicit Instruction using mini lessons and using the workshop model of instruction.
5. Parents will express that they are more knowledgeable of the Literacy tools we are using.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	Improve NYS Math Academic progress for ED, MLL and SWD subgroups from Level 1 to Level 2
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?*	This commitment aligns to our school's vision by giving the opportunity for student equity in learning based on the student individual needs that include learning styles, Second Language Acquisition, designated learning disability, or socio-economic status. -Based on data that was aggregated from the most recently released NYS Math Exam, we identified the **total number of students performing at Level 1**, based on the NYS Scale Score: <table><tr><td>Grade</td><td>ED</td><td>%</td><td>MLL</td><td>%</td><td>SWD</td><td>%</td></tr><tr><td>3</td><td>53/57</td><td>93%</td><td>12/12</td><td>100%</td><td>17/17</td><td>100%</td></tr><tr><td>4</td><td>32/33</td><td>97%</td><td>7/7</td><td>100%</td><td>2/3</td><td>67%</td></tr><tr><td>5</td><td>40/42</td><td>95%</td><td>6/6</td><td>100%</td><td>16/16</td><td>100%</td></tr></table> -Based on data that was aggregated from the NWEA MAP in Math from Fall 2021 to Spring 2022, below is a chart **showing movement Level from 1 to a Level 2**, based on the conversion of NWEA MAP to NYS Scale Score: <table><tr><td>Grade</td><td>ED</td><td>%</td><td>ELL</td><td>%</td><td>SWD</td><td>%</td></tr><tr><td>5</td><td>2/25</td><td>8%</td><td>1/2</td><td>50%</td><td>0/14</td><td>0%</td></tr><tr><td>4</td><td>2/19</td><td>11%</td><td>1/4</td><td>25%</td><td>0/3</td><td>0%</td></tr><tr><td>3</td><td>3/32</td><td>9%</td><td>0/7</td><td>0%</td><td>1/16</td><td>6%</td></tr><tr><td>2</td><td>5/34</td><td>15%</td><td>0/8</td><td>0%</td><td>0/11</td><td>0%</td></tr><tr><td>1</td><td>6/36</td><td>17%</td><td>1/7</td><td>14%</td><td>1/5</td><td>20%</td></tr><tr><td>K</td><td>2/6</td><td>33%</td><td>1/1</td><td>100%</td><td>x</td><td>x</td></tr></table> -At each grade level, the number of students that are identified at Level 1 who are also chronically absent are as follows: <table><tr><td>Grade</td><td>ED</td><td>%</td><td>ELL</td><td>%</td><td>SWD</td><td>%</td></tr><tr><td>5</td><td>11/25</td><td>44%</td><td>2/3</td><td>67%</td><td>7/14</td><td>50%</td></tr><tr><td>4</td><td>7/19</td><td>37%</td><td>1/4</td><td>25%</td><td>2/3</td><td>67%</td></tr></table>

3	15/32	47%	3/7	43%	4/16	25%
2	18/34	53%	1/8	13%	5/11	45%
1	16/36	44%	5/7	71%	3/5	60%
K	1/6	17%	0/1	0%	x	x

-This commitment is influenced by the 'How Learning Happens' document in the following ways:

- We plan to consider students' social-emotional and cognitive abilities and needs to help them achieve academic success by continued differentiation of curricula in Math and support from PST. We plan to continue the use of Restorative Practices. The school plans to continue using PD relative to socio-emotional learning through Rethink Education. ELL students will receive translators/translated materials to measure math proficiency isolated from the burden of English.

This commitment is important because we want to ensure that we are addressing any gaps in learning and academic achievement, based on performance data in Math.

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?
Restorative Practice PD	The Pupil Support Team will oversee the Restorative Practices school-wide protocol to align with YPS Code of Conduct. On-going training will be provided for PK-6.	Lower number of student suspensions and incident reports	Time for PD and Staffing; Consultants that can address our needs to train with methods and materials
Academic Intervention Support	Administration will oversee daily implementation of Academic Intervention Support (AIS). AIS is built into the master schedule Monday, Tuesday, Thursday, and Friday from 8:45-9:45am. For the first half of the AIS Block there will be DEAR Reading time to practice reading stamina along with small group support, alongside virtual learning platforms; NWEA MAP Skills, IXL, and Smarty Ants. Math literature will be incorporated into lessons.	Student improvement in ELA and Math, based on the NWEA MAP Data Students writing in math will improve.	Time and staffing appropriate support staffing
ELT	ELT will be designed two-three days a week. Students will engage in project based activities incorporating ELA and Math. School will conduct outreach to parents/guardians of SWD and ESL students to encourage participation in ELT.	ELT attendance MAP Data Student writing samples Student projects	Staffing Funding for teacher hourly, transportation

Commitment 2

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	How has IXL helped you this year? Do you feel you have improved in math?	50% of XL users will indicate that it has helped them. 60% will indicate they have improved.
Staff Survey	How has the PD provided help my classroom ELA instruction? What PD provided the greatest impact on my classroom regarding ELA?	80% of staff will indicate that PD has impacted their teaching. 100% will respond and information will inform the PDC.
Family Survey	How has your child experienced math this year? (Positive, no different, negative) Has our ELA curriculum benefited your child this year?	50% of parents will indicate that their children have positive experiences with math at home. 70% will indicate they have improved through the ELA Benchmark Curriculum

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.
By the end of this year, Museum School 25 will strive to achieve the following: 1. Four or more students will achieve an increase in scores from a Level I to Level II in our targeted subgroups. 2. Teacher use of Restorative Practice will increase the comfort students have when speaking in class. 3. Students will consistently use IXL to help raise their numeracy scores. 4. Teachers will approach Explicit Instruction using mini lessons and using the workshop model of instruction.

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?	Increase parental involvement and engagement to strengthen the home-school connection
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?*	-The school has identified a need for parental support in the following ways: • Student absenteeism and tardiness ***(150/277 students are chronically absent. This may be associated with COVID mandates for the 2021-2022 school year)*** • Parental participation in PTA and Parent-Teacher Conferences • Class parent volunteers to support classrooms -Relationships play a crucial role in the development of a student. We plan to: • Invite active members to participate in the PTA • Designate roles for parent leaders

16

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?
PTA President will invite active parents to participate	-PTA President will make phone calls to invite parents -PTA President will set a schedule of events and designate responsibilities to each parent member	Review the schedule for PTA events for the upcoming year	Parental Involvement
Increased communication to parents through electronic messaging	Administrative recorded calls and translated emails	Parent responsivity	None
Parent Portal	Trains parents on use and benefits of the portal	# of parents registered for the portal	Trained staff Time for meetings Alternate locations for parent 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	How has the PTA helped your school?	60% of Surveyed students will indicate that they had at least one example of how the PTA supported them.
Staff Survey	How has the PTA impacted your classroom and students?	100% of teachers will respond and responses will be provided to the PTA executive board.
Family Survey	Has the PTA helped your child this year?	65% of families surveyed will respond favorably to this question.

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.
By the end of this year, Museum School 25 will strive to achieve the following: 1. Parent engagement will grow to 50% of our school population as enrolled members of the PTA. 2. Provide consistent ongoing PTA Meetings to engage parents in school information and provide them a voice. 3. PTA will use Member Hub to make PTA opportunities easier for parents and families.

COMMITMENT 4
This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
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?*	

Key Strategies and Resources

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

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey		
Staff Survey		
Family Survey		

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

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

Evidence-Based Intervention

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

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

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

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

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

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

☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and 2; Teachers will share best practices; Time will be allocated for data dives; Teachers will analyze student work samples and identify interventions

☐ 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
JoAnn DiMaria/ Brian Gray	Principal
Danielle Calvi	Grade 4 Teacher
Michelle Zarychta	Grade 5 Teacher
Alyssa Tamburello	Grade 2 Teacher
Angeline Grady	Grade 1 Special Education Teacher/YFT Representative
Nicholas Creazzo	ENL Teacher (K-5)
Brian Gray	Principal

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*		
6/13/2022		X	X			
6/14/2022	X					
6/16/2022				X	X	
8/30/22			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
After reviewing the student surveys, our findings are as follows: - Students would like more of a voice when making decisions - Give students a place where they can give feedback to teachers - To participate in planning of learning activities - Parents should be invited to give their opinions - Students believe that watching videos that are relative to the content has helped them to be engaged in learning - Teachers to have more group work that is interactive - Learning is better in-person - To use more games, videos, and projects - Students enjoyed science and history projects, and the field trip to the museum - -The best learning experience was about space

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-reflection helped the team uncover aspects that were of concern for our community. These concerns were then formulated into the SCEP plan commitments. The following were the areas of impact: 1. Instruction 2. Attendance 3. Community Engagement.

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.