



School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Yonkers	School 17	PK-5/6

Collaboratively Developed By:

The School 17 SCEP Development Team:

Jonathan Cartica, Principal

Kim Urban, Assistant Principal

Joann Kleinelp, Teacher/YFT Union Representative

Kori Kempf, General Ed. Teacher (Upper Grades)

Sharon Baker, Sp. Ed. Teacher/Special Populations

Amanda Camerino, Sp. Ed. Teacher/Special Populations

Daniel Romano, School Counselor

Alessandra Laino, Sp. Ed. Teacher/Special Populations

Maria Newman, General Ed. Teacher (Lower Grades)

Eric LaManna, PTSA President/Parent/Teacher

Shely Zorrilla, PTSA Treasurer/Parent/Teacher

Jessica Alicea, Parent

Wendy Rodriguez, Parent

Parveen Khan, Parent

And in partnership with the staff, students, and families of School 17.

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 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.

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening the understanding, acceptance and appreciation of various cultures within our learning environment and community to increase academic performance.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>An awareness has been placed on the inequalities and discrepancies between the children in our culturally diverse community. Over the past year, the acceptance of diversity has increased in our society due to a deeper understanding of the various cultures within our community.</p> <p>We have noticed that a culturally responsive educational platform is needed to continue for our students. We seek to prioritize restoring and developing connections, and to open the minds of our students to various cultures, religions, and ethnicities within our learning environment and the community they live in. This educational platform will allow all stakeholders to develop a more comprehensive understanding of their peers and community members.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Culturally responsive professional development opportunities for staff.	Bringing in a member or designated lead educator of the Culturally Responsive Sustaining Team.	Feedback forms from the professional development sessions. More activities and projects throughout the school year based on the information provided that encompasses culturally responsive teaching practices.	Funding for the PD, allotting time for the PD, collaboration between teachers.
Increase school trips.	Classes visit multicultural landmarks and museums/zoos, as well as establish events within the school building.	Feedback, reports and projects based on the visits aligned to learning standards.	Funding for the trips. Articulations with community-based organizations.
Community relations/partnerships.	Making connections with members of the community from various occupations and fields. (e.g. YPD, YFD, STEM fields, trade and vocational.)	We are hoping that students identify with these individuals and allow them to feel more connected with their community.	Funding for visitations, project and instructional materials
Interest clubs.	Meetings will begin in October for students who are interested in participating. The best time available will be determined by ELT staffing. (i.e. Key	Student enrollment will include members from all grade levels (including SWD's and ELL's).	Volunteering of a staff member to run the club, parent involvement, stipend

Commitment 1

	club/service, donation of books, reading materials, reading club, drop and read, film/book analysis, incentives for reading books, Title I reading/literacy activities to create own book, lending library, art club, media club.)		for advisors, funding for materials, training students for emergencies/safety (i.e. CPR, first aid – grades 5/6).
Multicultural awareness bulletin board.	Visual representation of the culturally diverse representation of our stakeholders.	Students will increase familiarity with cultural diversity of peers with display of flags, countries.	Bulletin board in main hallway, and outside main area; materials, resources for boards.
School 17 cultural day.	A day for students and staff to celebrate each other’s individual differences and unique heritage.	School-wide displays, projects, student-led inquiry presentations, dress-up, food (if allowed), learning walks.	Parent letters, correspondence fliers.

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 am accepted for who I am and what I believe in. My peers respect and accept my cultural differences.	80% 85%
Staff Survey	This school values and respects cultural diversities. This school makes sure that all students can experience acceptance for their differences.	85% 80%
Family Survey	My child connects to the school community. The students at the school accept my child’s cultural differences.	90% 95%

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.
All students complete Cultural-Diversity learning projects, which are showcased in the school community.
ELT club attendance.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to ensuring a safe and accepting learning environment in which parent supportiveness and parent-student relationships are cultivated to increase the support of families focusing on increasing academic achievement.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We know from reviewing the results of the 5Essentials Survey, there was a decline in parent-student relationships. The results of the student survey indicated that there was a 32% decline in how students felt about the support that they felt they received from their parents and families.</p> <p>We want students to feel safe and comfortable in their home environment as we are aware that relationships with parents and their family play a significant role in students' development. It has also been documented that when students are happy, safe, and supported they are more apt to learn and flourish academically.</p> <p>Students who were interviewed shared in their student survey that they do not feel comfortable or safe addressing any issues that arise in their classroom with their parents/guardians. Students felt that they could not trust their peers to help them through a difficult situation or problem, and they did not want to discuss it with their parents. Some students indicated in the student interview that they feared the possibility of getting in trouble or making matters worse if they were to express a concern. Others noted that they feared getting bullied or being called a "snitch" if they addressed a concern with a parent and it is addressed in school. Many students noted that they wanted to "mind their own business" and keep things to themselves.</p> <p>Equity self-reflection caused us to consider how we can address creating a welcoming and affirming environment where we can foster parent-student relationships, as well as teacher-family relationships to help students meet their academic goals. We need to prioritize the social-emotional learning of our students so that their relationships with their peers, families, and teachers can further promote their academic excellence through restorative practices. We need to increase parental participation in school relationships through workshops, activities, daily dismissal, which include all students (SWDs, ELLs, MLLs, General Ed.).</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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide students with a social emotional learning program that allows them to explore the development of parent/teacher to student and peer to student relationships.</p>	<p>Implementing the Rethink Ed or other approved SEL program in all grade levels. The Pupil Support Team with the assistance of school staff will aide in implementation of the scheduled program and to address instances of disrespectful speech, unacceptable behaviors, and collaborative discussion on how to open conversations with their parents/guardians.</p> <p>Anti-bullying campaigns (i.e. October Awareness, “See Something, Say Something, student pledges, social media awareness, defense mechanisms, school-wide PBIS program, monthly assemblies around social/emotional learning, celebration of teaching staff, safety patrol.)</p>	<p>Conducting follow up student interviews to gauge if student relationships have improved with their parents/guardians. Less conflict during less structured time. (e.g. lunch/recess/bus).</p>	<p>All staff receives training and resources to implement the program. Implementing this program properly would require an SEL Program Coordinator full-time Pupil Support Team (Administration, Social Worker, Psychologist, Guidance Counselor, CSE Liaison).</p>
<p>Engaging students in more collaborative</p>	<p>Students will participate in collaborative projects throughout the day. Students</p>	<p>An increase in accountable talk during collaborative</p>	<p>Further professional development for</p>

Commitment 2

<p>groups during their learning day.</p>	<p>need to develop their active listening and communication skills through accountable talk to work collaboratively and resolve conflicts with others. These interpersonal skills will build strong relationships in the learning community.</p>	<p>projects will be a strong indicator of success. Turn and talk, centers, and workshops will all contribute to class communication skills.</p>	<p>additional strategies with collaborative projects and safe space conversations. Teachers require “congruence periods” to discuss strategies that worked and struggles they are experiencing when implementing collaborative projects.</p>
<p>Creating a learning environment that promotes acceptance and dignity.</p>	<p>Students will be engaged in materials that represent and affirm individuality. Students will be encouraged to share their voice in the school environment (i.e. SEL interactive wall). Within the learning environment, students should feel safe and respected to ensure academic progress.</p>	<p>Students will collaboratively create essential agreements to promote an environment of respect and trust. Students volunteer to attend a social-skills group during their recess, led by our psychologist or school counselor.</p>	<p>Use of literature that promotes character education and social-emotional support, that are appropriate for all grade levels will be included in school libraries. Funding for literature on character education. Guest readers come to present books on character education. A dedicated journal prompt will be included during the school day.</p>
<p>Family resources for social and emotional support.</p>	<p>Meetings and workshops to support parents with their child’s academic and social needs.</p>	<p>Students share feedback on their feelings and academic struggles to overcome.</p>	<p>Articles and services sent home to the families. Funding for the refreshments at</p>

Commitment 2

			the meetings. Time in the calendar.
Include increased opportunities for parental involvement.	Parents/Guardians invited to volunteer with class projects and activities. Parents will be encouraged to share their voice in the school environment. Parents come to school to celebrate students' achievement.	Parents/Guardians feedback/surveys. Attendance of parental involvement.	Funding for supplies for projects and activities.

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 feel comfortable having discussions with my parents about school.	80%
	I feel that my parents are supportive of me.	80%
	The relationship I have with my family is supportive.	80%
	My relationship with my friends is comfortable.	85%
	I feel comfortable expressing my concerns to my parents.	80%
Staff Survey	My students share their concerns with me freely and without hesitation.	70%
	I have established a classroom environment that promotes acceptance, collaboration, and dignity.	70%
Family Survey	My child feels accepted and represented in the school community.	70%
	My child has developed meaningful relationships with myself and our family this school year.	70%
	My child has developed meaningful relationships with peers this school year.	70%

Commitment 2

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

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

We believe that engaging students in collaborative projects will improve the quality of their relationships and social interactions, resulting in positively impacting their ability to learn. We believe that journal reflections will help to promote further SEL growth and communication skills.

Based on the responses to the survey questions, 70% or more of the families feel confident that their child has developed meaningful relationships with their family, peers and teachers.

Based on the responses to the survey questions, the students feel comfortable discussing their concerns with their family.

As a result of the increased familial communication and support, there will be a decrease in the need for student referrals to the pupil support team and administration regarding inappropriate student-parent conflicts and situations stemming from home. Restorative practices will be embedded within the school day.

Regarding increasing academic performance, the staff will create targeted groupings based on the NYS assessment data scores and other data resources. With 11% proficiency for Mathematics and an 18% proficiency in ELA, across grades 3-6, the teachers and support personnel will implement tiered interventions to support the needs of students. An analysis of skills will be completed, and a foundational plan will be presented and executed throughout the school year to close the gap and support all learners.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to developing a student-centered inquiry based instructional environment in which students are immersed in hands-on lessons to increase academic performance. We are committed to fostering an academically rigorous learning environment that is data driven with a focus on college and career readiness.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We know from reviewing the results of the (University of Chicago) 5Essentials survey, an area of growth that was identified was the need for more inquiry-based instruction and a learning environment that promotes academic rigor.</p> <p>We want students to be engaged in meaningful, relevant and challenging units of study. We want students to feel empowered to take leadership roles in their learning. We want the students to recognize that they are being challenged and are required to work hard to do well in their academic areas of study.</p> <p>The student interviews indicated the need for more exciting, collaborative and hands-on lessons. Students identified interest in relevant and meaningful topics, complete with a variety of activities, including community outreach (Flim club, Minecraft Education, Robotics, etc.). Students would benefit from higher-order questions to become more independent and critical thinkers.</p> <p>The Equity Self- Reflection enabled us to consider how facilitating, teaching, and learning practices will promote students to grow as independent learners and develop ways to solve real world problems. Through the framework of the lessons, the students will learn college readiness through instructional scaffolding that promotes improved learning.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Students assume a role in leading school-wide initiatives.	Students take leadership roles in civic minded events, such as food drives, disaster relief, etc.	Increased participation in school events and teamwork activities to help students thrive both in and out of the classroom.	Student organization with membership from each grade level and a mentor to facilitate meetings and activities.
Student-led conferences. Student awards to celebrate success each quarter (T1, T2, T3).	Putting students in leadership roles to take command of their learning; goal setting to push students out of their academic comfort zone. Awards each quarter to celebrate student achievement (i.e. Jaguar Awards).	Students communicate their achievements and learning. Students will identify future learning goals.	Teachers connect with students and parents to discuss progress.
College and career readiness.	School-wide activities for all students to develop their skills to prepare for "College is Our Future". Hold a Career Day for parents/guardians to present/share occupations with students. Parent/Guardian workshops so they can support their children in preparing for the future. Project-based learning activities with a focus on high school/college readiness. For example, students can be introduced to different careers and	Students will be able to discuss various skills needed to be prepared for college and careers. Students can identify skills required for careers and college readiness: recall, strategic thinking and extended thinking, critical thinking.	Funding, volunteers, calendar time, resources to share with students and parents/guardians.

Commitment 3

	steps/processes to fulfill future careers or aspirations.		

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 participated in hands-on learning experiences this year.	80%
	I have opportunities to engage in a variety of projects during the school year.	80%
	I can identify my personal learning goals.	70%
	I have to work hard to do well on my school work.	85%
Staff Survey	My lessons are student-centered and inquiry based.	85%
	My students take responsibility for their learning.	70%
	My classroom is equipped with project-based learning materials.	75%
	My lessons are data-driven and prepare students for college and their future.	85%
	When preparing my lesson I utilize an instructional framework to improve learning.	95%
Family Survey	My child is engaged in a variety of projects throughout the school year.	85%
	My child can convey academic achievements and learning goals.	70%
	My child understands that his/her courses are rigorous.	70%

Commitment 3

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.

High participation rates in cultural initiated events.

Yearly showcase to present student topic of choice (i.e. science fair). Students work collaboratively on various topics and subjects of their choice.

Students can examine their strengths and recognize careers that might be in their future.
Research and activities done on careers, colleges, and college majors.

Regarding increasing academic performance, the staff will create targeted groupings based on the NYS assessment data scores. With 11% proficiency in Mathematics and 18% proficiency in ELA, across grades 3-6, the teachers and support personnel will implement tiered interventions to support the needs of the students. An analysis of skills will be completed, and a foundational plan will be presented and executed throughout the school year to close the gap and support all learners. The support personnel, including but not limited to the Title I Reading, ENL, and ELT Enrichment teachers, will work with small groups of students weekly with a focus on strengthening specific skills. These students will be reassessed biweekly to determine if they are proficient in the topics.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to helping teachers build collaborative relationships and collegial practices as the foundation for developing more engagement in instruction and learning practices.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The 5 Essentials survey caused us to identify two areas of growth about teacher collective responsibility and teacher collaborative practices. The survey shows teachers' desire for improving the school collaboration and working with other teachers to develop materials or activities for improving instructional practices.</p> <p>At School 17, we reflect on collegial professional relationships closely. Teachers shared that their experiences over the past two years have made them aware of the importance of close relationships with their colleagues. Voluntary learning walks implemented to foster collegial sharing are considered one of the best teaching practices.</p> <p>The Equity Self-Reflection caused us to reflect on the variety of cultural differences depicted within the staff and how they can be incorporated within our learning environment.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Utilize best teaching practices learned during professional development.	Teacher self-reflection will identify their individual strengths in the collaborative process. Teachers will recognize obstacles and find strategies for collaborative success. Teachers will observe colleagues and collaborate to develop instructional plans and strategies. Student reflections and near peer teaching.	Pre and post anonymous survey, or observing aligned instructional practices across grade levels.	Time in the schedule to complete the survey and professional development. Additionally, space needs to be available for faculty and collaborative meetings.
Weekly grade level/dept. monthly grade level congruence meetings.	Teachers will meet to discuss and reflect on best practices. They will discuss data collected from assessments to improve academic gains for all students and implement tiered interventions.	Teachers will reflect on instructional strategies and learning goals implemented in their classrooms through a data driven lens.	Teachers will need time to meet in a separate location and the assistance of a mentor/data lead.
Implementing a “trust activity” in each of the monthly faculty meetings.	The entire teaching staff needs to be available to meet monthly. “Trust activities” need to be facilitated by a mentor.	Pre and post anonymous surveys along with evaluation forms and reflections.	A facilitator is needed to engage teachers in trust activities. A large meeting area is needed to accommodate teachers. A survey website is needed to conduct pre & post surveys, reflections, and evaluations.

Commitment 4

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey	I am comfortable collaborating with my colleagues to increase academic performance and instructional strategies.	80%
	My colleagues share resources and ideas with me during congruence planning time.	80%
	I feel valued and trusted by my colleagues within our learning environment.	80%
Family Survey		

Commitment 4

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.

All grade levels and content teams will keep documentation of meetings. The documentation will demonstrate a positive impact on the improvement of instructional practices. Additionally, the documentation will show evidence that colleagues are sharing resources and ideas during their congruence planning time.

As a staff, we will perform a “review” of the pre and post survey information to identify improvements and areas of growth about teacher collaboration.

Our Team's Process

Team Members

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

Name	Signature	Role
Jonathan Cartica		Principal
Kim Urban		Assistant Principal
Joann Kleinelp		Teacher/YFT Union Representative
Kori Kempf		General Ed. Teacher (Upper Grades)
Sharon Baker		Sp. Ed. Teacher/Special Populations
Amanda Camerino		Sp. Ed. Teacher/Special Populations
Daniel Romano		School Counselor
Alessandra Laino		Sp. Ed. Teacher/Special Populations
Maria Newman		General Ed. Teacher (Lower Grades)
Eric LaManna		PTSA President/Parent/Teacher
Shely Zorrilla		PTSA Treasurer/Parent/Teacher
Jessica Alicea		Parent
Wendy Rodriguez		Parent
Parveen Khan		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

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
<i>5/23/22 - 5/27/22</i>			X	X	
<i>5/27/22; 5/31/22</i>	X				
<i>6/8/22 - 6/10/22</i>		X			
<i>6/14/22 - 6/16/22</i>					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

Taking student opinions into consideration to develop plans. Stakeholders reflected on student feedback to create commitments and strategies.

Equity Self-Reflection

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

After reviewing the data, the stakeholders were able to take feedback into consideration and make sure it is integrated into the plan.

Next Steps

Next Steps

1. **Sharing the Plan:**

All Schools: Ensure that the local Board of Education has approved the plan after approval by the PLC lead and that the plan is posted on the school website.

2. **Implementing the Plan**

- 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.