School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Yonkers Public Schools	Enrico Fermi School	PreK - 8

Collaboratively Developed By:
The Enrico Fermi School SCEP Development Team Elsa Alfonso, Marisol Alicea, Michelle Gomes, Candy Mojica, Karina Silva, Melissa Rodriguez *And in partnership with the staff, students, and families of The Enrico Fermi School.*

Guidance for Teams

Template

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

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening language and vocabulary development in ALL students.
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?*	The Enrico Fermi school is committed to educating the whole child by engaging students in academic rigor and character education while exposing them to real world experiences to prepare them for the future. The COVID-19 pandemic has deepened existing inequities and has brought even greater attention to the benefits and the necessity of whole child approaches to learning. Students' comprehension of language and vocabulary is one area that we observed decline throughout this school year. Student learning is multidimensional, learning is social, and the quality of student relationships and social interactions shape their ability to learn.

How does this fit into other commitments and the school's long-term plans?	**Theories for our commitment**
	❑ Students lack vocabulary understanding and therefore may not understand the questions being asked.
	❑ Many students took the Benchmark assessments at home - lack of consistency, in students completing assessments.
	❑ Missing curriculum from March to June (2020)
	❑ Low testing/reading endurance.
	❑ Work to improve strategies for computer-based testing.
	❑ Work to improve problem-solving skills.
	❑ Data analysis showed that students who were underperforming in ELA had weak decoding skills.
	❑ Data analysis showed that students who were underperforming in ELA lacked the ability to effectively engage with a variety of texts, impeding comprehension.
	❑ Data analysis showed that students who were underperforming in ELA had weak vocabulary skills which also impedes comprehension.
	❑ Inconsistencies with implementation of assessments for progress monitoring
	In addition to our theories for committing to strengthening language and vocabulary development in ALL students, we are positive that the strategies, methods and resources used will greatly benefit our MLL learners in gaining essential English language skills necessary to accelerate and grow within their second language. We aim to reduce the number of Entering level students in our TBE classes and Expanding level students in our ENL program.

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?
Explicitly teach English/ Spanish language vocabulary and structures.	Identify, teach, and post key academic vocabulary and structures for one content lesson. ❑ Content teachers can begin by reviewing a content area lesson ❑ Identify not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that MLL students may not be familiar with	**Elementary & Secondary** ❑ Weekly ❑ We will measure growth in students through ELA BOY, MOY, EOY Assessments, Mini Writing Assignments, and Group Projects.	General Ed Teachers, TBE Teachers, ENL Teachers, Reading Teachers & all Support Staff.
Increase MLL students' English language progression and peer interaction.	MLL students will verbally demonstrate their English-speaking abilities in discussion related to the topic. ❑ Provide opportunities to practice English in the classroom. Sentence starters, academic conversation, accountable talk ❑ Design structured activities that support student-to-student or group interaction. ❑ Differentiate trans-language needs for students and utilize cognates in order to be able to explain and analyze concepts **gradually** in	**Elementary & Secondary** ❑ Ongoing ❑ We will measure student growth in language progression through NYSESLAT Rubric and oral presentation (i.e. debates, Socratic Seminar, project presentations, participation in class) and	General Ed Teachers, TBE Teachers, ENL Teachers, Reading Teachers & all Support Staff.

	English. This gives teachers an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development	formal/informal assessment.	
Strategies for Teaching Vocabulary	Students will be exposed to academic vocabulary with the help of images and online dictionaries. **(K-8)** Some examples may include but are not limited to: ❑ Role playing or pantomiming ❑ Writing creative stories that incorporate vocabulary ❑ Using gestures ❑ Showing real objects ❑ Pointing to pictures ❑ Use of Online Platforms ❑ Doing quick drawings on the board ❑ Using the Spanish equivalent and then asking students to say the word in English. Focus on cognates. About 40% of all English words have similar cognates in Spanish.	**Elementary & Secondary** ❑ Ongoing ❑ We will measure student growth through formative assessment (i.e. quizzes, writing assignments, projects)	*General Ed Teachers, TBE Teachers, ENL Teachers, Reading Teachers & all Support Staff.*
Scaffolding	Scaffolding is providing a support for students as they learn new skills or information. • Use a graphic organizer to explain concepts and related words.	**Elementary & Secondary** ❑ Ongoing	*General Ed Teachers, TBE Teachers, ENL Teachers, Reading Teachers & all Support Staff.*

	Post new vocabulary on a word wall, and review the words regularly. Swap out old words as necessary. • Label drawings and pictures to help students make the connection between oral and written English. Point to these visuals to clarify meaning when using these words.		
Trending Test Words (Identifying & Acquiring Test Specific Vocabulary)	Teachers in grades 3-8 will examine state exams and identify key academic vocabulary. Teachers will provide students with differentiated synonyms for each word identified from sample state exams. Students will memorize at least one synonym associated with each word and practice rephrasing state test questions by replacing the test word with the synonym he/she is familiar with. Examples of some trending test words may be: ❑ Support ❑ Reveal ❑ Develop ❑ Contribute ❑ Effect ❑ Affect	**Grades 3 – 8** September 2022 – April 2023 ❑ We will measure student growth through formative assessment (i.e. quizzes, writing assignments, projects	General Ed Teachers, TBE Teachers, ENL Teachers, Reading Teachers & all Support Staff.

Commitment 1

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.
MAP Assessment (K-8)   Winter 2023 goal is that 70% of students will score above the 50th percentile on the MAP Assessment.
Benchmark Interim Assessment (K-6)   January 2023 goal is that 70% of students will score above the 50th percentile on the Benchmark Interim Assessment.
Secondary DataMate ELA Interim Assessment (7-8) (optional)   Winter 2023 goal is that 70% of students will score above the 50th percentile on the DataMate ELA Interim Assessment.
Quarterly Writing Tasks   January 28, 2023 goal is that 70% of students will score above the 50th percentile on Quarterly Writing Tasks.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to fostering social emotional learning practices to ensure the academic success of ALL students.
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 Enrico Fermi school is committed to educating the whole child by engaging students in academic rigor and character education while exposing them to real world experiences to prepare them for the future. The COVID-19 pandemic has deepened existing inequities and has brought even greater attention to the benefits and the necessity of whole child approaches to learning. This school year has demonstrated the importance of implementing strong social emotional practices within our school. When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom. Learning is relational, relationships play a central role in a child's development. Having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging. Adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential. ***Theories for our commitment*** ❖ Time is always an issue and as curriculum expectations grow, sometimes the instruction around Social-Emotional learning is less. ❖ School was placed on extended school building closure in March 2020. Due to the pandemic and closure of schools a need for a focus on Social Emotional Learning is necessary.

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?
Mindful Minute	Every morning right after morning announcements, every student will engage in a minute of silence/ reflection/ meditation.	September 2022- June 2023 We will gauge success through student surveys.	School-Wide Approach
Through a school SEL Team, create a school leveled SEL Tiered system of support document that outlines Tier I,II,III supports.	The Fermi SEL Team will provide the staff with Professional Development on the Five Core Social Emotional Competencies ❑ Self-Awareness ❑ Self-Management ❑ Social Awareness ❑ Relationship Skills ❑ Responsible Decision-making	September 2022 We will gauge success through student surveys.	School-Wide Approach
Monthly SEL Themes	Provide informational learning sessions for families to familiarize them with the SEL strategies that can be used at home to reinforce what their children have learned at school.	September 2022- June 2023 We will gauge success through student surveys.	School-Wide Approach
Clubs	Secondary students will be given the opportunity to engage with their peers in	October 2022 – June 2023	Secondary Faculty members; administrative

	community building, leadership and strengthening self-awareness through any of the following clubs: ❑ Student government ❑ Photography ❑ Yearbook ❑ GSA club ❑ Magazine Club Gaming Club	We will gauge success through student surveys.	team; Social worker; guidance counselor; after-school

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.
School Survey
Our goal is that 70% of surveyed students will either agree or strongly agree that students in the school respect each other.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to supporting the writing process through unified strategies across all grade levels and content areas.
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 Enrico Fermi school is committed to educating the whole child by engaging students in academic rigor and character education while exposing them to real world experiences to prepare them for the future. The COVID-19 pandemic has deepened existing inequities and has brought even greater attention to the benefits and the necessity of whole child approaches to learning. Students' writing skills is another area that we observed decline throughout this school year. ***Theories for our commitment*** ❑ During the pandemic, the focus was delivering the content students were missing while receiving Academic Intervention Services, and individualizing instruction based on reading and writing skills. Due to Remote Instruction and COVID-19 restrictions we were limited on writing intervention practices. ❑ Need to improve school-wide unified writing strategies. ❑ Need to improve school-wide unified utilization of writing tools. ❑ Writing Curriculum needs improvement. In addition to our theories for committing to support students' writing process through unified strategies across all grade levels and content areas, we are positive that the strategies, methods and resources used will greatly benefit our MLL learners in gaining essential English language writing skills necessary to accelerate and grow within their second language. We aim to reduce the number

	of Entering level students in our TBE classes and Expanding level students in our ENL program.

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?
Unified Writing Strategies	Teachers will utilize building wide ELA writing tools including the use of: COPS (PreK- 1) ❑ Capital Letter ❑ Organization ❑ Punctuation ❑ Spaces OREO Paragraph – *Opinion Piece* (Grade 2 - 3) Top Layer of Cookie: a telling sentence that sometimes gives an opinion "What I think or feel" The Good Stuff: my details that talk more about my first sentence Bottom layer of Cookie: a sentence like the first one that tells what you think or feel. ❑ Opinion ❑ Reason for my opinion ❑ Explanation/Example ❑ Opinion	September 2022- June 2023 We will measure students' writing gains and growth through quarterly writing assessments that are grade level appropriate.	Refresher Professional Development Needed for Staff Classroom Teachers, ENL Teachers, Reading Teachers, NLA & SLA teachers; TBE teachers

Paragraph Formation (Grades 2-3)
Discuss the three main components of a paragraph, or story.
- ❑ The introduction (top bun)
- ❑ Supporting details (the filling)
- ❑ The conclusion (bottom bun)

Modified RACER (EOY Grade 2)
- ❑ Restate: Use the question to begin your answer. (TTQA Strategy)
- ❑ Answer: What is the answer to the question?
- ❑ Explain/Analysis: Provide evidence from the text to support your answer
- ❑ Restate: Summarize your answer

RACER (3-8)

- ❑ Restate: Use the question to begin your answer.
- ❑ Answer: What is the answer to the question?
- ❑ Cite Evidence: Find a quote from the text that supports your answer.
- ❑ Explain/Analysis: How does this quote prove your answer to be true?
- ❑ Restate: Summarize your answer.

Unified Graphic Organizers for Pre-Writing	Unified graphic organizers will aid in familiarizing the students with the writing process using an aligned template across all content areas and grade levels. This writing template will break down the COPS, OREO and RACER responses into their corresponding pieces. This template includes a column where students must color code each part of the writing response. By color coding writing, students will be able to visualize each piece of the writing process and how each piece comes together to form a cohesive evidence-based response.	September 2022 – June 2023 We will measure students' writing gains and growth through quarterly writing assessments that are grade level appropriate.	Professional Development Needed for staff Classroom teachers; ENL teachers, Reading teachers; NLA & SLA teachers; TBE teachers; professional development; PLC development and support
Scaffolds (Cloze Paragraphs)	Teachers will provide students with cloze paragraph scaffolds to assist in building writing foundations. This will support struggling writers, ELLs & MLLs. As an extension of their pre-writing unified graphic organizers, the cloze paragraph components of RACER will be color coded in order to support the building and transition of student writing. This will support all students, with a focus on ELLs / MLLs and special education. TBE, NLA and SLA teachers will implement cloze paragraph scaffolds in Spanish. As students transition in language progression,	September 2022 – June 2023 We will measure students' writing gains and growth through quarterly writing assessments that are grade level appropriate.	Professional Development/ Modeling Needed for staff Classroom teachers; ENL teachers, Reading teachers; NLA & SLA teachers; TBE teachers; professional development; PLC development and support

	they will have experienced use of a mirrored strategy.		

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.
Quarterly Writing Tasks January 28, 2023 goal is that 70% of students will score above the 50th percentile on Quarterly Writing Tasks.

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?	We commit to engaging in inquiry based data analysis, action planning and collecting evidence in order to implement high impact strategies that improve student outcomes.
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 Enrico Fermi school is committed to educating the whole child by engaging students in academic rigor and character education while exposing them to real world experiences to prepare them for the future. The COVID-19 pandemic has deepened existing inequities and has brought even greater attention to the benefits and the necessity of whole child approaches to learning. Data analysis of assessment and a clear and precise action plan will aid in targeted instruction for all students. ***Theories for our commitment*** ❑ The need for targeted instruction to address whole-class and individual student weaknesses. ❑ Students should engage in goal setting strategies and planning short as well as long term goals to be more efficient, productive and accountable citizens. ❑ Professional Learning Community structures should engage in collaborative inquiry-based data analysis practices that are aligned school-wide.

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?

Review student ELA/Literacy and Math data in order to make adjustments to instructional groupings and practices based on assessment data.	1. Follow the Protocol for Examining Data
	
	1. **Analyze**
	  a. as a grade level team (Elementary) or Content Area (Secondary) analyze student data for proficiency, strengths and weaknesses.
	  b. Identify Clusters of Students:
	  c. Describe Clusters of Students
	  d. Create Working Hypothesis
	  e. Validate Pattern in Data Using Multiple Data Sources
	  f. Conduct Root Cause Analysis
	
	2. **Strategize**
	  a. Evaluate strategies by eliminating those that are not in your control, unrealistic etc.
	  b. Select one **HIGH IMPACT** strategy.
	  c. Create Instructional Plan
	
	3. **Act**
	  a. Identify assessment results
		1. **1-2x / Year**
		  a. Fall *(Mandatory)*
		  b. Spring *(Recommended)*
			• Administrator(s), Instructional Coach, General Ed. Teacher(s), TBE Teacher(s), ENL Teacher(s), Reading Teacher(s), Resource Teacher(s)
			
			• Inquiry Template

	b. Identify Impact on Learning c. Identify Lessons Learned d. Identify Next Steps		

Portfolio Record Keeping	**Elementary & Secondary**
	1. Summative Student Assessments / Artifacts
	    a. Spelling Tests, Essays, Projects etc.
	2. Goal Setting Sheet
	3. Portfolio Cover Sheet
	4. Teacher-Student Conferencing
	5. Actionable Feedback
	    a. Glows and Grows
		• **Elementary & Secondary**
		   o Interim Marking Period
		   o End of Marking Period
			• Enrico Fermi Portfolio Template
			
			• *Optional* use of Individualized Student NWEA MAPs Goal Setting Sheet

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.
- Inquiry Based Data Analysis PLC Templates / Minutes - BOY, MOY, EOY Assessments (MAP, DataMate etc.)

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.
Since the District has already established PLCs, you may choose Option #1. The SCEP Team may choose to add other 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**.

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.

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
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This Evidence-Based Intervention will support our Commitments 1, 2 and 3.

☐ 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. 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
Mark Ametrano	Principal
Melissa Rodriguez	Assistant Principal
Elsa Alfonso	Teacher
Marisol Alicea	Teacher
Michelle Gomes	Teacher
Candy Mojica	Teacher
Karina Silva	Teacher

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
06/02/2022		*X*			
06/06/2022		X			
06/07/2022	X				
06/08/2022			X	X	
06/15/2022					X
06/16/2022					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 interview process helped to inform this plan in that many students gave feedback regarding knowing the importance of their work and making their work more meaningful through teacher feedback. Students stated that they are more motivated to work when able to connect with teachers and with teacher approval. The implementation of clubs will foster such relationships. In addition, the use of inquiry-based PLCs will promote student growth, unified assessment and targeted instruction.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The equity self-reflection informed the team's plan by highlighting our strengths and weaknesses as a school community and building. Our strengths in outreach and honoring diverse learners along with varied learning practices has been supported by the plan. A commitment to data analysis and assessment has been added to the plan in order to inform best practices to better support the needs of students and differentiate curriculum.

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.