



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Schenectady	Lincoln Elementary	Pre-K – Grade 5

Collaboratively Developed By:

The Lincoln Elementary SCEP Development Team

(SCEP Team Members:

- Aleecia Persuad – Gr. 1
- Jen Fox – Gr. 2 Sped
- Lauren Devery – Gr. 5
- Joley McNeil – Reading
- Stephanie Francis – Psychologist
- Danielle Appel – Speech language pathologist
- Roma Kumar - ENL
- Linda Thatcher –Para-professional
- M. A Hall – Specials
- Stephanie LaValley – Parent
- Nakia Smith - Parent
- Job Thomas – Principal
- Laurie Timmis - Instructional Supervisor

*And in partnership with the staff, students, and families of **Lincoln Elementary School***

Guidance for Teams

Template

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

Commitments and Strategies

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

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

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

Resources for the Team

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

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

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensure our students develop grade level literacy skills.</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>One of the primary goals of the elementary experience is to ensure student acquisition of foundational literacy skills in order to flourish in and out of school. Our school vision is to ensure students leave elementary school with proficiency in grade level literacy as measured by SEA and LEA metrics. This vision was established during the 2018-2019 school year, when new leadership was appointed. The above mentioned commitment aligns directly with this vision.</p> <p>Students shared in interviews they were concerned about the academics they may have missed due to the pandemic. They indicated they wanted to do more academic activities and to learn what it was that they missed. They felt they needed to rebuild lost skills, such as how to have academic conversations with partners, particularly in the area of English Language Arts.</p> <p>When completing the Equity Self Reflection, the team found teachers recognized the need for students to experience academically rigorous and intellectually challenging instruction. We believe the newly adopted literacy curriculum, Core Knowledge for Language Arts (CKLA), provides this level of rigor and encourages students to become active learners. While teaching skills in reading, writing, listening, and speaking, CKLA also builds student knowledge and vocabulary in literature, history, geography, and science.</p> <p>As referenced in the "How Learning Happens" document, student experiences, relationships, environment, and agency drive how students learn. We believe</p>

Commitment 1

the increased rigor and expectation of active learning will create an educational environment that encourages and develops student agency and shared learning experiences.

This commitment ties in well to the school's long-term plan. The commitment is a continuation of the multi-year plan to address student achievement, which was initiated in Fall, 2018. At that time, the current principal joined the team and initiated a root-cause analysis, which revealed that limited grade level proficiency in literacy contributed to dismal student achievement.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
School wide implementation of evidence-based Tier 1 literacy curriculum (Core Knowledge for Language Arts).	Adherence to adopted core-reading program (CKLA) with fidelity in grades K-5.	Commercial benchmarks, administered quarterly will be used to determine achievement.	<p>Quality checks by implementation (e.g., teachers, principals)</p> <p>Communities of practice related to implementation – internal and external; Funds for travel and lodging with “sister” schools who are at varying points in implementations.</p> <p>On-going systematic professional learning from Amplify; funds are necessary for building subs to provide release time for meetings, professional learning and/or compensation for meetings,</p>

Commitment 1

			professional learning occurring post school hours.
Targeted intervention via evidence-based standard protocol curricular tools (95% group phonological awareness and phonics; Quick Reads; Rewards)	Matching of standard protocol intervention to individual student needs via a data-based decision making approach	Bi-weekly & weekly progress monitoring via the use of early literacy probes (i.e., FASTbridge)	<p>Data routines/meetings occurring on a weekly, bi-weekly basis</p> <p>Post benchmark meetings occurring quarterly.</p> <p>Funds for building subs to provide release time for data meetings and/or compensation for data meetings occurring post school hours.</p>
Engaging parents as partners in student literacy achievement	Identify school and community members to serve on community school team for the purpose of assisting families in strategies to support students at home	Quarterly examination of student achievement data to determine impact of strategy	Funds for compensating building and community based members for work performed post school hours and on weekends

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		
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 2021-22 school year.

Increased percentage of students performing at benchmark on end of year measures (compared to beginning of year) on district literacy measure (STAR) and school selected measure for literacy (FASTBridge).

Decrease in percentage of students performing in lowest 10th percentile in end of year measures (compared to beginning of year) on district literacy measure (STAR) and school selected measure for literacy (FASTBridge)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to nurturing student social emotional health.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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 vision of the school is for students to achieve academically and socially for the purpose of becoming a positive influence in their communities and beyond. Addressing the "whole child" with a focus on social emotional health is critical for the provision of safe and positive learning experiences that allow children to succeed in schools, careers and in life.</p> <p>Students espoused in interviews that a safe learning environment in which students felt connected to their teachers and peers is essential to learning. Further, parents that participated in a focus group added that the school should create systems to respond to the needs of students who struggle with self-control and interpersonal skills. Teachers indicated that fostering social emotional skills, positive attitudes about one's self and others, and a deep sense of community can reduce barriers to student achievement.</p> <p>As referenced in the article, "How Learning Happens," learning is relational. Students do best with a "web of sustained and supportive human connections." With all faculty, staff, and administration committed to nurturing student social emotional health, we believe all students will develop multiple positive adult and peer relationships.</p> <p>The impacts of school being closed, guidelines for physical distancing, and isolation have led to wide ranging changes in students' lives. The focus on social emotional health is the right commitment as a strategic and evidence based response to addressing student social emotional health is warranted for the school to actualize its vision.</p>

Commitment 2

	<p>This commitment ties in well to the school's long-term plan. The commitment is a continuation of the multi-year plan to address student achievement, which was initiated in Fall, 2018.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of school wide positive behavioral intervention system framework.	<p>Development of universal systems to support the practical implementation of practices with fidelity to the espoused framework</p> <p>Development of data routines to monitor and evaluate outcomes, practices and systems across tiers.</p> <p>Buffet of strategies and evidence-based interventions to support students within each tier.</p>	<p>Monthly attendance data</p> <p>Social Emotional Screener (SAEBRS) administered three times annually</p> <p>Office discipline referrals examined monthly</p>	<p>Quality checks by implementation team (e.g., teachers, admin)</p> <p>Data routines/meetings occurring on a monthly basis and post benchmarks.</p> <p>Funds for building subs to provide release time for data meetings and/or compensation for data meetings occurring post school hours.</p> <p>Funds for supplies/materials related to implementation (i.e., posters, signage, pbis swag) & school wide events</p>
Implementation of Tier 1 SEL curriculum - Second Step	Adherence to evidence-based learning experiences	Monthly attendance data	Quality checks by implementation team (e.g., teachers, principals)

Commitment 2

	<p>SEL screener</p> <p>Trauma sensitive approaches to teaching and student support</p>	<p>Social Emotional Screener (SAEBRS) administered three times annually</p> <p>Office discipline referrals examined monthly</p>	<p>Data routines/meetings occurring on a monthly basis and post benchmarks</p> <p>Funds are necessary for building subs to provide release time for data meetings and/or compensation for data meetings occurring post school hours.</p>
Post school extra-curricular activities	Identify/recruit school and community based members to serve as leads in coordinating after school intramurals	Increased student satisfaction on school survey's and improved student achievement	Funds to compensate school and community members for after school intramurals.

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	<ul style="list-style-type: none"> • I feel safe at Lincoln. • I am happy to come to school. • Students are treated respectfully at Lincoln. • Teachers understand my problems. • Teachers are available when I need to talk to them. • It is easy to talk to my teachers. • I have someone at school who cares about me. • My teachers make me feel good about myself. • Students respect one another other. • If I am absent, there is a teacher or another adult who will notice my absence. • I enjoy attending school events. • I have lots of chances to be part of class discussions or activities. • I feel like I belong. • At this school students talk about understanding their own feelings and the feelings of others. • At this school students work on listening to others to understand what they are trying to say. 	80% agree or strongly agree
Staff Survey	N/A	
Family Survey	N/A	

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 2021-22 school year.

Decreased percentage of students with chronic absenteeism (less than 10 days) by end of year.

Increased percentage of students performing at benchmark on end of year measures (compared to beginning of year) on SEL Screener SAEBRS. Decrease in percentage of students performing in the 10th percentile on end of year measures (compared to beginning of year) on SEL Screener SAEBRS

Less than 50 office discipline referrals

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 2021-22?	We commit to ensuring engagement with families and community-based partners
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>In order to achieve the school's vision of ensuring success in and out of school, parents and school staff acknowledge that it will "take a village of people doing their best." As referenced in the article, "How Learning Happens," students are learning all day, every day, in every space. Therefore, students will be more successful with a collaborative, strategic approach to initiating, fostering and sustaining family and community partnerships.</p> <p>Parents who participated in focus groups indicated the need for greater partnership between the school, parents and the community. Additionally, the parent group advocated for afterschool programs designed to cultivate student interests (i.e., basketball, dance) vs. solely an academic focus.</p> <p>The wide ranging needs of students resulting from the COVID-19 school experience, highlighted the need for school to serve as a conduit for fostering social networks and relationships between parents, students and community members. These networks will also create opportunities for students to experience and develop respect for the diversity and multiculturalism that exists in their communities.</p> <p>Previous efforts to establish a formal structure for parent and community-based organizational partnerships have not been successful. This commitment ties in well to the school's long-term plan, which included the establishment of a school-based infrastructure (ie., evidence based frameworks & corresponding systems) prior to developing a plan for a community school model.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish a community school model implementation team	Identify key school-level and community-level stakeholders.	Implementation team comprised of varied stakeholders to initiate the development of a plan - by winter 2022.	Funds to pay subs for release time for teachers or compensation for post school hours.
Identify and recruit community based organizations to serve as partners	Secure a list of businesses and community organizations within a two-mile radius of the school. Conduct personalized visits to these businesses and community organizations to cultivate relationships that will lead to effective partnerships.	Number of community organization and business partners during the school year or indicate interest to partner in the future.	Funds to pay subs for release time for the implementation team or compensation for post school hours. Funds to pay stipends for academic tutoring services.
Engage in professional learning around the community school model	Participate in learning experiences provided by the New York State Community School Technical Assistance Center	Increased awareness and knowledge on “how to” for instituting a community school model measured by the development of a multi-year implementation plan by the	Funds for travel/lodging; subs for release time for professional learning during day or compensation for post school hours

Commitment 3

		end of the academic year (June 30, 2022)	
Support the establishment of a Parent Teacher Organization (PTO)	<p>Identify varied representation of parents (diverse ethnic and racial backgrounds, genders, grade levels).</p> <p>Establish the role of the PTO in enrichment and community-building opportunities along with annual goals.</p>	<p>Diverse membership representative of families in the school by December 1, 2021.</p> <p>Monthly meetings for the purpose of establishing the role of the PTO and determining annual goals.</p>	<p>Funds for technology (hot spots and devices for members) for virtual meetings to accommodate all families</p> <p>Funds for refreshments.</p>
Establish a community based team	<p>Identify varied building level and community based stakeholders who are representative of the student body to initiate and curate engagement opportunities post school hours and on weekends.</p> <p>Establish scope of work for the team along with annual goals</p>	<p>A team with diverse membership - by October of 2021</p> <p>Monthly meetings for the purpose of establishing scope of work and determining annual goals.</p>	<p>Funds for compensating building and community based members for work performed post school hours and on weekends.</p> <p>Funds to rent/host events at various community establishments that allow for safe environments for reluctant families and that can accommodate various events.</p>

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		
Staff Survey		
Family Survey	What events did you participate in this year? What events would you participate in next year? If you have not participated this year, what keeps you from participating (ex. not interested in programs, transportation, time, childcare) Is there a new program that should be offered? Are you a member of the PTO? If not, what keeps you from being a member? (ex. cost, availability, childcare)	Qualitative answers will provide feedback to tweak the action plan.

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Commitment 3

- Number of parents who join the PTO.
- Number of parents who attend PTO lead events.
- Number of businesses/community organizations who have partnered or made a commitment to partner in the future with the school.

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 2021-22?</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> 	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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		
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 2021-22 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 & 2

Evidence-Based Intervention

☐ 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	

Evidence-Based Intervention

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
Aleecia Persuad	Gr. 1
Jen Fox	Gr. 2 Sped
Lauren Devery	Gr. 5
Joley McNeil	Reading
Stephanie Francis	Psychologist
Danielle Appel	Speech
Roma Kumar	ENL
M A Hall	Specials
Stephanie LaValley	Parent
Nakaia Smith	Parent
Job Thomas	Principal
Laurie Timmis	Instructional Supervisor
Linda Thatcher	Para-Professional

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
April 22		x				
May 14	x					
May 17	x					
May 18	x					
May 20			x			
June 4				x		
June 7, 8, 10, 18, 23					x	
July 7, 8, 12,					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 informed the team's plan. From the students' answers, the team identified common themes throughout the grade levels. Students at all levels spoke about connections with teachers and peers, missing academic work, and a desire to get back to opportunities to learn with peers and with hands-on activities.

Equity Self-Reflection

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

When completing the Equity Self Reflection, the team found teachers recognized the need for students to experience academically rigorous and intellectually challenging instruction. This reflection aligned with the plan to provide an evidence-based, rigorous core curriculum for English Language Arts.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.