



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Mount Morris	Mount Morris Junior/Senior High School	7-12

Collaboratively Developed By:

The Mount Morris Jr./Sr. High School SCEP Development Team

SCEP Team Members: Jesse Hamilton, Omar Hussain, Krystal Vanvalkenburg, Alli Atwell, Judi Wheeler, Tessa Williams, Breanna Zabelgaski, Emily Kobel & Stephanie Nuttall

And in partnership with the staff, students, and families of Mount Morris Central 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

What is one commitment we will promote for 2021-22?	We commit to improving our ability to provide culturally responsive instruction across all content areas
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>We believe as a school that our students will have the most success when teaching and learning focus on relationships, scaffolding, and allowing students to connect what they already know to what they are learning.</p> <p>The results of the faculty Equity Self-Reflection demonstrate that there is room for improvement in several areas related to student choice and input in curriculum and instruction. We specifically rated low on, "Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning."</p> <p>During the student interviews, students shared that there is a need to address relevant social conversations in the classroom, and we would like to explore ways to support all students and staff to move toward a more culturally responsive practice.</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?
Semester Social Justice/Awareness Projects in Humanities	<p>Students in each grade (7-12) complete one project based on social justice/awareness that is cross-curricular (ELA & Social Studies)</p> <p>Students can select from relevant social issues; teachers can provide possible topic list</p>	<p>Student feedback</p> <p>Student learning measures (as measured against rubric)</p>	Time for cross-curricular planning
Culturally Responsive Education Training	<p>Using Framework provided by NYSED, complete professional learning around CR-S</p> <p>This will be the focus of early PD and Faculty meetings to start the school year. Members of the SCEP team will use the Framework provided by NYS Ed. and other resources to become familiar with the tenets and instructional strategies of CR-S</p> <p>Connecting SED Framework with CR-S Framework</p>	<p>Faculty survey</p> <p>Walkthrough data</p> <p>Surveying teachers regarding comfort and familiarity with CR-S before and after training</p> <p>The presence and incorporation of CR-S will also be observed during classroom visits</p>	<p>Copies of Framework and other CR-S resources available on NYSED site</p> <p>Time for SCEP team members to train and then turnkey CR-S</p> <p>Coaching and professional learning opportunities from GV BOCES School Improvement</p>

Commitment 1

	Teacher leaders will support staff with reviewing lessons to ensure alignment with CR-S and SED Frameworks		Time for co-planning and meetings
Principal Pop-in Observations	<p>Currently, our look-for's include: visible and unpacked learning target/s; student engagement protocol/s; and, check/s for understanding.</p> <p>We will need to align our current look-for's with sustaining CR-S.</p> <p>Principal will use a pop-in observation feedback survey to track and share-out teacher incorporation of Look-For's</p> <p>Evidence will be shared out at monthly faculty meetings</p>	<p>Teachers are engaging in conversations at monthly faculty and PD meetings that explore and share CR-S strategies</p> <p>Summary results from pop-in visit Google Forms</p> <p>Teachers will continue the dialogue with the Principal by emailing activities that took place before and/or after the visit</p>	<p>Google Form (which will be shared with faculty prior to the first day of school)</p> <p>Time to share the revamped instructional look-for's with faculty</p>
Cross-Curricular Planning	<p>Creating Google Docs planning and collaboration files for cross-curricular strategizing</p> <p>Teachers will develop cross-curricular plans using the Google Docs</p> <p>Teachers are using similar strategies across academic settings that are aligned to the Framework and "How Learning Happens"</p>	<p>Walkthrough data</p> <p>Increase in collaboration</p> <p>Increase in cross-curricular lessons and lesson planning</p>	Time for co-planning built into the year (in addition to monthly faculty, PD, department meetings)

Commitment 1

	Teachers are connecting across content areas and grade levels to discuss CR-S and share strategies		
GV BOCES Culturally Responsive-Sustaining Education Cohort	<p>Select SCEP team members join this 2021-2022 CR-S learning cohort</p> <p>SCEP members who attend can turnkey some of the resources for the entire faculty</p> <p>This can take place during Conference Days, Faculty Meetings, Professional Development Sessions and Department Meetings</p>	<p>Walkthrough data</p> <p>Increased connections with lesson plans to CR-S</p>	<p>Time (and coverage) to attend the in-person meetings</p> <p>Time to turnkey</p>
End-of-Quarter Student Interest Survey	<p>Students shared that they would like more choice regarding how their learning is assessed</p> <p>Create a survey that provides students an opportunity to give feedback on how they are/hope to be assessed each quarter</p> <p>Teachers will plan and design projects and assessments for the following quarter with the results of the survey in mind</p>	<p>Results of the Assessment Interest survey</p> <p>Feedback from students and teachers</p>	<p>Google Form created by SCEP Team</p> <p>Dates and classes specified to share the survey</p>
Understanding and Celebrating ALL Cultural Holidays & Traditions (i.e. Black History Month, Pride Month, Juneteenth, etc.)	<p>Students, staff and families will be surveyed in order to create the calendar of cultural traditions to be celebrated</p> <p>During AM announcements, include major cultural holidays and traditions as a new way to make faculty, students aware</p>	<p>Posters and announcements (via PA or email)</p> <p>Feedback from students and faculty</p>	<p>Holiday/Tradition Inventory</p> <p>Schedule of Celebrations</p>

Commitment 1

	Announcement/Moment of Silence (or Respect) on nationally recognized holidays		
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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	I can see myself in some of the lessons and activities that I participate in during class/es Teachers value my feedback/input during instruction	65% for all
Staff Survey	Teachers are supported in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning.	80%
Family Survey	My child experiences consistent behavioral and academic expectations throughout the school day	70%

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.

Increases in cross-curricular planning and instruction 7-12

NYS Assessments: ELA (69.2%) and Math MIP (58.9%)

Commitment 1

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We will work to prioritize the social emotional health and wellbeing of all students to ensure academic success
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>One of the major takeaways from our Student Interviews was that the pandemic resulted in increases in anxiety, feelings of depression, disconnectedness from friends and the school community, and a decrease in motivation.</p> <p>In response to the question, "What do you think the effect of the pandemic is (or has been) on your and your peers' health, mental health and wellbeing", many students cited loss of socialization and decreased physical activity.</p> <p>We hope to get back on track with providing regular opportunities for our students to develop positive, healthy coping and reflection strategies.</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?
SEL Training and Staff Development	<p>Identification of SEL materials and resources to provide to staff</p> <p>Include SEL resources as part of monthly faculty and PD meetings</p> <p>Providing instruction to increase student use of social emotional skills and strategies, especially in the Junior High setting</p> <p>We will select and identify 2-3 social emotional strategies</p> <p>Training will take place for all faculty and staff</p>	<p>Survey staff</p> <p>Disciplinary referral data</p> <p>Attendance data</p> <p>Walkthrough data</p>	<p>SEL Resources</p> <p>Time during faculty and PD meetings</p> <p>GV BOCES</p> <p>Assemblies</p> <p>Online SEL Program</p> <p>SEL Programming</p>
Student Wellness Check-in	Create a social-emotional wellness survey to give to students at the start, midway, and end of year	<p>Student responses to Wellness survey</p> <p>Interviews with students (formal or informal)</p>	<p>Time for team to meet to create questions</p> <p>Form/survey to administer to students</p>

Commitment 2

	<p>Survey should offer opportunities for students to expand on strengths or concerns</p> <p>Meet with students identified as at-risk and collaborate with the student to create a plan to support them.</p>		Dates to send out survey
Check-in/Check-out (CI/CO)	<p>Implement a system of CI/CO for students who are identified as at-risk based on Wellness Check-in and/or pattern of disciplinary referrals</p> <p>Student should have first say in teacher mentor for CI/CO; student checks-in with mentor each morning and creates a daily goal; student responsible for tracking progress toward goal</p> <p>Student/Teacher agreement on completion of program (graduation)</p>	<p>Improved social-emotional wellness, as identified via the Wellness Check-in</p> <p>Decreased referral data</p>	<p>Faculty CI/CO participation interest survey</p> <p>Faculty mentors/volunteers for the program</p> <p>CI/CO form</p>
Student-Teacher Pairings	<p>Assign new student-teacher pairing groups</p> <p>All students will have at least one faculty member that they are paired with to ensure informal communication</p> <p>Formalize a communication procedure for teachers to check-in with students</p> <p>Schedule a quarterly (every 10 weeks) meeting for student-teacher pairs to</p>	<p>Feedback from students and teachers</p>	<p>Incentivize participation in the quarterly activities by providing ice cream, snacks, etc.</p> <p>Time to create the pairs</p>

Commitment 2

	participate in relationship-building activities		
In-Person Assemblies and Speakers	<p>We will bring guests back in-person and have our students (7-12) come together in the auditorium or gym for scheduled assemblies</p> <p>We would like to have interactive presentations that engage students based on the initiatives of the SCEP (SEL, culturally responsive education)</p>	Feedback/Survey based on needs from students and faculty	Budget for speakers
Increased emphasis on recognizing and celebrating student achievements	<p>In addition to monthly Student of the Month, offer more celebratory activities for student achievements such as improved attendance, decreased behavioral referrals and improved academic performance (examples include Honor's Breakfast based on end-of-Quarter Honor Roll or "On a Roll")</p> <p>Increase in social media presence to engage and showcase student accomplishments (recognizing acts of kindness)</p> <p>Social Media shout-outs via school Twitter and Facebook feeds for 5-week "On a Roll"</p>	<p>Feedback from students and faculty</p> <p>Feedback from community</p>	<p>Budget for breakfast</p> <p>Access to school social media</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	My teachers care about and support my physical, mental and emotional wellbeing	80%
Staff Survey	Teachers received sufficient training and resources in supporting our ability to support student social-emotional wellbeing	80%
Family Survey	The school is a safe and positive environment for my child	85%

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.

Check-in, Check-out

Behavioral Data

Attendance Data

Academic Performance Data

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 will build and sustain strong connections between students, staff, and the community
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 addition to ensuring the social-emotional wellbeing of all students, it is also critical for deep connections to be established between multiple stakeholder groups post-pandemic. Interactions between students and faculty were limited as a result of the restrictions and social distancing during the 2020-2021 school year.</p> <p>Student responses during the interviews shared that interacting with teachers was something that was missing this past year. Similarly, the Equity Self-Reflection results demonstrated that there is room for development in partnering with students and families.</p> <p>A principle that drives our school culture is strong relationships. The pandemic disrupted the extent to which we were able to maintain existing and develop new relationships.</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?
Learning Community	<p>Creation of a Learning Community that consists of teachers, students and parents/guardians (i.e. Cultural Diversity club)</p> <p>Meet monthly to collaborate on school-home-community communications/relations</p> <p>Assess our current status, discuss how to improve things, and plan activities/events inside school</p>	Feedback from the committee members	<p>Time to meet and plan</p> <p>Financial resources/funding for service project/s</p>
Extracurricular Inventory, Increased Offerings, and Increased Community Partnership/s	<p>Survey students early, midway and end of year to gauge interest in extracurricular offerings</p> <p>Use student responses to increase student participation</p> <p>Continue to build extracurricular clubs to meet student interests</p>	<p>Talk to students and families</p> <p>Compare survey results from the three periods</p> <p>Participation in Lunch and Learns</p>	<p>Budget for new clubs</p> <p>Time for planning</p> <p>Advisors and volunteers to chaperone new clubs</p>

Commitment 3

	<p>Connect with community resources to develop a way for students to be aware of what is available</p> <p>Increase student awareness of community agencies</p>	Participation in Community Fairs	
Chronic Absenteeism and Attendance Meetings	<p>Principal and PPS team meet weekly to review and discuss student attendance</p> <p>Monitor at-risk students and collaborate with students and families to create strategies and address concerns</p>	Student attendance data	<p>Scheduled meetings weekly</p> <p>Attendance reports</p> <p>Meet with students and their families</p>
Community Based Student-Led Social Justice Service Projects	<p>Student groups (Student Council, NHS, Key Club, PRISM, etc.) will select a service project for each semester</p> <p>This will provide an opportunity for members of all stakeholder groups to work together on a community-based project</p> <p>Service project proposals should be submitted to SCEP for approval</p>	<p>Content of the projects</p> <p>Feedback from the participants involved</p> <p>Feedback from the community</p>	<p>Staff and community volunteers to work with students</p> <p>Budget for supplies and resources as needed</p>
End-of-Quarter Competitions and Spirit Days	<p>Students expressed interest in more relationship-building opportunities with school staff through end-of-quarter “fun” days</p> <p>Hold tournaments and offer non-athletic activities as an end-of-quarter celebration</p>	<p>Participation/attendance numbers on the end-of-quarter event days</p> <p>Feedback from students and faculty</p>	<p>Time (instructional) for these days</p> <p>List of activities, tournaments</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	The school offers activities and extracurricular opportunities that prioritize student interests	85%
Staff Survey	Teachers, students and families are working together to improve our school community	85%
Family Survey	The school values my feedback and participation in improving the learning environment	80%

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.
Extracurricular participation increases (gather baseline data at the start of the school year, mid-year, and end-of-year)
Attendance Data
Behavior Data

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	Enhanced Principal Leadership Program
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Principal Hamilton will be able to provide support to not only our SCEP committee but also our faculty. This will be directly aligned to our commitments.

☐ 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	

Commitment 3

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
Jesse Hamilton	Principal
Krystal Vanvalkenburg	Data Coordinator
Omar Hussain	Teacher Leader for SCEP
Alli Atwell	School Counselor
Judi Wheeler	Teacher
Tessa Williams	Teacher
Breanna Zabelgalski	Teacher
Emily Kobel	Teacher
Stephanie Nuttall	Parent
Charity Willet	Parent
Casie DiSalvo	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
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
5/17/21	x	x				
5/18/21	x					
5/27/21			x	x		
6/14/21	x				x	
6/17/21					x	
6/24/21						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

Our commitments came from a combination of the Equity Self-Reflection (which will be discussed below), our Student Interviews, and the push this year towards Culturally Responsive-Sustaining education. Students provided valuable feedback on opportunities they hope to experience for the 2021-2022 school year to increase their motivation, wellness, and feeling of connectedness within our school community. At least one strategy for each of our three commitments is a result from our Student Interviews.

Strategies include:

End of quarter student interest survey, Student/Teacher pairings and Extracurricular offerings.

Equity Self-Reflection

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

Responses from faculty really helped guide the SCEP team's recognition that students should have more voice and choice in their own learning. This resulted in a strategy that will develop a professional learning community composed of students, faculty and families to have monthly conversations about what is going well, and what areas are in need of development within the school. Additionally, the Equity Self-Reflection led the SCEP team to include other strategies and opportunities for students to be more active in how they learn, are assessed, and how they can give back to the community.

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 adjustments to their plans when appropriate.