New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Brentwood UFSD	North Middle School	6-8

Collaboratively Developed By:

The Brentwood North Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Brentwood North Middle 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 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 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 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to further exploring the issues of racism, sexism, homophobia, gender equality, implicit bias, colorism, and other topics which have a negative impact on student learning.
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 vision of North Middle School is to provide a safe and healthy environment for all students to learn and grow to their social, emotional, and cognitive abilities. During the month of June 2021, we conducted students' interviews in order to get feedback on their experiences in school. One of the topics that came to the forefront from the student focus groups was racism and/or equality issues. There were at least 12 examples which students shared their concerns on this topic. Since learning is contextual, based on their responses, racial, cultural, and individual identities play a key role in the students' social, emotional, and cognitive development. Discrimination and oppression affect young people's well-being and can interfere with healthy development and learning. It was interesting that the PLC survey did not have any questions on diversity, equity, and inclusion but students raised the issue as a key component for the school culture. As a school, it is our commitment that students have all the necessary supports to grow academically, socially, emotionally, and physically. By focusing on issues related to Commitment I, as a school we will work towards ensuring that all students know that they are respected, safe, and have all the necessary supports to grow. This commitment will be accomplished by ensuring that systems are put in place to train and support staff members in order to equip students to be part of and lead on the various tasks that will be developed and implemented. Feedback from the Equity Self-Reflection for Identified Schools demonstrated that that over 80% of the respondents saw the school is at the Emerging level providing opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.

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?
Research and preparation to support training staff on addressing diversity in school.	Administration along with some members of the CEP team will research various organizations and/or programs that offer training and staff support on the various components of diversity. The plan will need to be revised for Commitment 1, once the organization is chosen in order to reflect the specific strategies and activities that will be implemented for training.	• By July 30, 2021, North Middle School Administration would have contacted and received proposals from organizations that could work with the school staff on diversity. • By August 30, 2021, NMS administration would have chosen the organization that will be working with the school staff on diversity throughout the school year.	• Assistant Principal (22) will contact the following organizations to learn about their programs and request proposals: ▪ Courageous Conversation ▪ STRONG Youth ▪ Suffolk Couty EOC ▪ ERASE Racism ▪ Learning for Justice ▪ Morning Side Center for Teaching Social Responsibility

			• Schedule presentations with organization(s) which proposals are being considered • Principal will work the details with Funded Programs to ensure that the funding is available for services. • Schedule with chosen organization training of faculty.
Student and staff surveys during the month of September	The student focus groups shared that racism and diversity issues were important to them. To get a better sense from the overall student body and staff, we will develop and administer surveys with questions that address racial and diversity issues.	• By September 21, 2021, NMS administer surveys to students and staff on racism and diversity. • At least 90% of NMS students and staff will respond to the survey.	• Coverage time or paid time after school for staff to participate in the training. • Coverage time for staff to create surveys and process the data.

		• By September 30, 2021, the CEP team along with the chosen organization will review survey results to align activities relevant to the needs of the school.	• 2-4 staff members to create an analysis team to review the results.
Staff Training	Training session will be scheduled for the months of October and November for staff members. These trainings will equip staff members to discuss diversity topics in a manner that is conducive for students to be safe and supported by the school. Trainings will also give opportunities for teachers to incorporate diversity resources in the lesson planning, lesson delivery, assessments, and feedback. Staff surveys will give data on how teachers will implement the strategies learned. Teachers' lesson plans will show evidence on how the training is being implemented in the classroom.	• By November 30, 2021, all staff members will be trained on discussing diversity topics with students and the school community at large. • Teachers will give feedback on the efficacy of the trainings by responding to a survey. • Teachers' lesson plans will show evidence of standard based lessons that include texts and assessments that address diversity.	• Professional Development schedule for the months of October and November. • Survey to get feedback on the efficacy of the trainings.
Classroom Roundtable Discussions	December 2021 through June 2022, period 1 will be extended for students	After each classroom roundtable discussion,	• Bell Schedule will be adapted to

	and teachers to have one hour where discussions on diversity will be held. The goal of the roundtable discussions is to give students a platform to discuss the topics relating to diversity and racism while also learning the skills to have these conversations in a productive and constructive manner. Activities will be customized and developed to be easily implemented in the classrooms and provide selected topics that will be uniform throughout the building. We will establish a system with the guidance counselors, school psychologist, and social worker for students who need more support after each roundtable discussion to immediately submit their names.	students and teachers will respond to a brief survey which will give feedback on the progress and status of the commitment. **Classroom Roundtable Discussion Dates:** December 16, 2021 January 27, 2022 February 17, 2022 March 24, 2022 April 14, 2022 May 19, 2022 June 9, 2022	allow for 1 hour session to conduct classroom round table discussions during 1st period. • Round Table discussion scheduled in class, then continued as an afterschool activity for students who need furthers support. • Survey results
Afterschool or during the day follow-up activities led by trained Staff members.	Based on surveys and direct feedback from teachers and students, follow-up activities/sessions will be scheduled for students who demonstrate the need for more support by trained school personnel.	• Trained school personnel will submit at the end of each month a list of dates and students' names who they met based on direct feedback from teachers and students from the Diversity roundtable sessions.	• Separate location. • Compensation for afterschool sessions. • Updates to School Improvement Team.

		• Proposals will be submitted to the School Improvement Team (SIT) for future activities/supports.	
School activities highlighting the richness of diversity	Highlighting the richness of diversity allows students and staff the opportunity to learn about others and value diversity. To this goal, our School Improvement Team will create a sub-committee consisting of teachers, students, administrators and to assist with the planning and coordination of building wide activities and celebrations.	Assemblies and/or school activities: • October 7, 2021 – Hispanic Culture Celebration • February 16, 2022 – Black History Celebration • March 30, 2022 – Women's History Celebration • May 2, 2022 – Highlighting Eid-al-Fitr • June 9, 2022 – LGBTQ • June17, 2022 - Highlights of Juneteenth	• Funding to support assemblies and/or after school events. • Invited Guest Speakers • School committees to lead each of the proposed activities • Use of auditorium, library, hallways, and/or virtual options.
Student input in starting clubs and/or activities that support diversity	Student voice is an integral part of the school community. The student body is represented by the Student Council who	• By October 15, 2021, meeting with the Student Council	• Student Survey • Club advisor(s) stipends

	are elected representatives by their peers. The school principal or his designee(s) will conduct initial conversations with the student council on clubs or activities students would find appealing to their interests. The goal is for the Student Council to take the lead on reaching out to students to get feedback and lead the process in organizing at least one club and least one activity for the year. Based on students' feedback, the principal will give guidance on the process on to establish new club and activity.	Representatives will be held. • By October 29, 2021, the Student Council will get feedback from students • By November 5, 2021, follow-up with student council to review student's feedback on club and/or activities and prepare for next steps. • Share with the faculty students' feedback and next steps. • By December 3, 2021, information on a new club will be distributed. • By January 21, 2022, the new club would meet, and future meeting dates distributed to the student body.	• Date of meetings/event(s) • Summary of activities
Teacher collaboration to review and adapt texts that address	The use of texts that incorporate diversity will allow teachers to collaborate with each other by finding	• By October 8, 2021, the school librarian will share with the staff the	• Coverage time or paid time after school for Literary

diversity to be used as part of lessons plans, unit plans, and school wide assessments.	and sharing primary resources to be used in lesson plans, unit plans, and school wide assessments. Teacher collaboration will support Commitment 1 by presenting students with texts that address diversity of different parts and components of lessons	books and resources in the library that deal with diversity. The school librarian will work with the Literacy team to find relevant and age-appropriate resources dealing with diversity. • By October 29, 2021, the Literacy team will make available suggested texts that teachers can use for lessons and assessments. It might be necessary for the Literacy team to meet after school hours on finding resources. • Department meetings will be used for teachers to collaborate in implementing texts and individual or departmental assessments (Checks for Understandings) that address diversity.	team to work on finding resources to be used in lesson plans, unit plans, and assessments. • Scheduled faculty meetings for teacher collaboration. • Lesson plans review and feedback to teachers. • Classroom visits. • Departmental and/or school wide Checks for Understandings (CFUs)

| | | • Teachers' lesson plans will show evidence of standard based lessons that include texts and assessments that address diversity.

• Classroom visits will allow administrators the opportunity to monitor and engaged students and teachers in the implementation of texts and instructional practices addressing diversity.

• School wide Checks for Understandings (CFUs) will include texts that address diversity. | |
| **Student Focus Group on School Culture** | Student voice is an important aspect of school culture. A focus group that is representative of the students will share their knowledge and experiences with the 3 commitments the school has chosen. Different students will be part of each focus group.

Student feedback will allow the staff to know how students see the work we are doing and what can be done to meet students' needs. | • Focus Group meetings will be held on:
  • October 27, 2021
  • January 12, 2022
  • June 13, 2022 | • CEP team members will organize and hold the students focus groups.

• Feedback from students will be shared with students and staff. |

Commitment 1

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	Our school creates a safe space for me to discuss issues of racism, bias, and inequality.	80%
	My teachers create a classroom environment where I feel accepted and comfortable being me.	80%
	Issues with race, equity, and equality are tied into lessons or open discussions in my classes.	80%
Staff Survey	We have received adequate training to effectively deal with issues of racism, bias, and inequality in our school community.	80%
	We have a strategy in place to effectively deal with issues of racism, bias, and inequality in our school community.	80%
	We have lessons and/or open discussions in class that deal with issues of racism, bias, and inequality.	80%
	I feel more comfortable and confident in discussing issues of racism, bias, and inequity with students after the Courageous Conversations training.	80%
Family Survey	Our school addresses issues of racism, bias, and inequality in an intentional and structured manner with my child(ren).	80%
	My child feels comfortable discussing issues of racism, bias, and inequality with their teachers and classmates.	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.
All staff has participated in Diversity training. All students interested in participating in bi-monthly roundtable discussions during and after school have been given the opportunity to do so. Responses to student interview question in June 2022, "Do you think racism exists at your school? If yes, how so- what are some examples?" will show that we have made progress from the June 2021 interviews. The examples will give North Middle a starting point for roundtable discussions for the 2022-23 school year.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to strengthening our ability to have an effective system for developing and building student social emotional health.
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?*	We believe as a school, the students mental health and well-being was negatively impacted by the pandemic. People with strong social-emotional skills are better equipped to manage daily challenges, build positive relationships, and make informed decisions. They are better able to cope with everyday challenges and benefit both academically and socially. SEL provides a positive foundation that helps students and adults thrive in school and in life. On the June 2021 Teacher Survey only 73.9% of teachers said they felt we have an effective system for developing and building student social emotional health. On the June 2021 Family Engagement Survey, only 73.8% of parents indicated their child/children feel secure in taking risks and asking questions in class. According to student interviews conducted in June 2021, students indicated the following: "I felt anxious when I came back to school." "I felt nervous and don't like talking to people now." "There has been a loss of social skills." "We can't interact with our friends like we used to. It makes me sad." "Wearing masks makes me feel sad and embarrassed because you have to ask multiple times what someone says."

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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?

Research and preparation to support training staff on addressing SEL in school.	Administration along with some members of the CEP team will research various organizations and/or programs that offer training and staff support on the various components of SEL.
	
	The plan will need to be revised for Commitment 2, once the organization is chosen in order to reflect the specific strategies and activities that will be implemented for training.
		• By July 30, 2021, North Middle School Administration would have contacted and received proposals from organizations that could work with the school staff on diversity.
		
		• By August 30, 2021, NMS administration would have chosen the organization that will be working
			• Assistant Principal (22) will contact the following organizations to learn about their programs and request proposals:
			
			  ▪ Morning Side Center for Teaching Social Responsibility
			  ▪ Restorative Justice
			
			• Schedule presentations

		with the school staff on diversity throughout the school year.	with organization(s) which proposals are being considered • Principal will work the details with Funded Programs to ensure that the funding is available for services. • Schedule with chosen organization training of faculty.
Staff training	Training session will be scheduled for the months of October and November for staff members. These trainings will equip staff members to implement SEL in a manner that is conducive for students	• By November 30, 2021, all staff members will be trained on implementing SEL strategies.	Time will be scheduled during Superintendent's Conference Day for training. Support from School Psychologist and

	to be safe and supported by the school. Trainings will also give opportunities for teachers to incorporate SEL resources in the lesson planning, lesson delivery, assessments, and feedback. Staff surveys will give data on how teachers will implement the strategies learned. Teachers' lesson plans will show evidence on how the training is being implemented in the classroom.	• Teachers will give feedback on the efficacy of the trainings by responding to a survey. • Teachers' lesson plans will show evidence of standard based lessons that include texts and assessments that incorporate SEL. October's Faculty Meeting – Present protocols for in classroom roundtable discussions.	Social Worker to best train teachers.
Self-Reflections Writings	During the 1-hour 1st Period class, the educator will model by reading a self-reflection to the class on their 2020-2021 school year experience.	The teacher will compare the students' reflections as time progress throughout the school year.	Bell Schedule will be adapted to allow for 1 hour session to conduct classroom round table discussions during 1st period.

	Students will be prompted to write their self-reflection on their 2020-2021 school year experience during the month of September. A mid-year and end of the year self-reflections will also be scheduled based on key topics that come out of the classroom roundtable discussions (see below).	After each self-reflection, a brief survey will be administered to students and staff to get feedback on progress and status of the building. **Self-Reflection Dates:** September 23, 2021 January 5, 2022 May 5, 2022	
Classroom round table discussions	October 2021 through May 2022, period 1 will be extended for students and teachers to have one hour where each class will discuss specific topics or have open discussion on SEL. These topics or discussions could give students the opportunity to springboard into other discussions.	After each classroom roundtable discussion, students and teachers will respond to a brief survey which will feedback on the progress and status of the building. **Classroom Roundtable Discussion Dates:** September 23, 2021* October 14, 2021 November 10, 2021	Bell Schedule will be adapted to allow for 1 hour to conduct classroom round table discussions during 1st period. Topics to be used as prompts for discussions will be taken from the book: All Learning is Social and Emotional: Helping Students Develop Essential Skills for the

		December 9, 2021 January 5, 2022* February 3, 2022 March 10, 2022 April 7, 2022 May 5, 2022* *Self-reflections	Classroom and Beyond by Nancy Frey, Douglas Fisher, Dominique Smith. Round Table discussion scheduled in class, then continued possibly as an afterschool activity.
Afterschool or during the day follow-up activities by school Psychologist, Social Worker, Guidance Counselors, and/or other Staff members.	Based on surveys and direct feedback from teachers and students, follow-up activities/sessions will be scheduled for students who demonstrate the need for more support by trained school personnel.	Psychologist, Social Worker, and/or Guidance Counselors will submit at the end of each month a list of dates and students' names who they met based on direct feedback from teachers and students from the SEL roundtable sessions. Proposals will be submitted to the School Improvement	Separate location. Compensation for afterschool sessions. Monthly updates to the School Improvement Team.

		Team (SIT) for future activities/supports.	

Student Focus Group on Social-Emotional Health and Well-Being	Student voice is an important aspect of school culture. A focus group that is representative of the students will share their knowledge and experiences with the 3 commitments the school has chosen. Different students will be part of each focus group.
	
	Student feedback will allow the staff to know how students see the work we are doing and what can be done to meet students' needs.
		• Focus Group meetings will be held on:
		   • October 27, 2021
		   • January 12, 2022
		   • June 13, 2022
			• CEP team members will organize and hold the students focus groups.
			
			• Feedback from students will be shared with students and staff.

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	Teachers listens to my concerns and find ways to support me.	85%
	I am comfortable reaching to an adult in my school when I need help.	85%
	The classroom roundtable discussions helped me discuss my thoughts and feelings in a safe environment.	85%
	I feel valued in this school.	85%
Staff Survey	The school finds ways to support students' needs.	85%
	The classroom roundtable discussions helped me best understand my students.	85%
	Building connections with students help improve their academic growth.	85%
Family Survey	The staff at this school care about my child.	85%
	My child feels connected to the school.	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.
85% of students will respond positively to the Student Survey questions/statements related to SEL at the end of the school year. List of students who are being supported during the day or afterschool will give us data to monitor students' needs.

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 support teaching and learning by using Checks for Understanding (CFUs) in English and Math to assess students' growth. The English CFUs will focus on Priority Standards RI2/RL2. The Math CFUs will focus on Mathematica Practice #1: Make sense of problems and perseverance in solving them. Enduring Understanding: Solving a mathematical problem involves making sense of what is known and applying a thoughtful and logical process which sometimes requires perseverance, flexibility, and a bit of ingenuity.
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?*	By continuing to develop and implement Checks for Understanding (CFUs) to assess teaching and learning, we will continue to support students by presenting them with texts and problems that they will find at every level of assessments which include the Regents and beyond. The goal is for students to build the strategies and stamina to confront any question or problem of assessments at different grade levels and contents. Based on the building wide CFUs in March and June, the data showed that students are still having difficulties with RI2/RL2 and the Mathematical Practice. During the 2020-2021 we started implementing CFUs with the understanding that we would continue calibrating and perfecting the strategies to best assess teaching and learning. From the experiences we learned the first year, we are ready bring the work to the next level as we used data to impact teaching and learning.

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?
Use DATAMATE, the district's assessment platform that gives immediate and itemized data as the platform to administer CFUs	The assessment platform will allow us to streamline the schoolwide assessment protocols. This platform is used for all assessments that are given districtwide. Students and staff will use the platform that is consistent. The reports and relevant data will support in the reflection and practice of teaching and learning. Teacher training will be implemented on how to develop assessments in Datamate.	• Assessments will be uploaded and ready to be administered to students by: • September 24, 2021 • November 18, 2021 • January 21, 2022 • March 11, 2022 • April 1, 2022 • June 4, 2022	• Training teachers on developing assessments in Datamate. • Compensation might be needed for trainings offered after school hours. • Adhere to testing calendar. • Data team will review assessments before administered to students.
CFUs in English will include texts that address topics in diversity.	English CFUs will support Commitment 1. Data and Literacy teams will support with the access to text that are relevant and to diversity and other topics, as well as grade appropriate.	• Assessments will be uploaded and ready to be administered to students by: • September 28, 2021 • November 22, 2021	• Data team and literacy team will share texts that support Commitments 1 and 3.

	Questions will be developed to resemble NYS ELA 6th, 7th, and 8th grade rigor and format.	• January 25, 2022 • March 9, 2022 • June 7, 2022	• A data team members will upload CFUs to Datamate • Data team will ensure that text and assessment questions are grade level appropriate and that they align to NYS ELA rigor and format
CFUs in Math will focus on Mathematical Practice 1 for making sense of problems and perseverance.	Data team members will develop test questions that resemble NYS ELA 6th, 7th, and 8th grade rigor and format. Multiple step problems will be developed for students to focus on making sense of problems and perseverance.	Assessments will be uploaded and ready to be administered to students by: • September 29, 2021 • November 23, 2021 • January 26, 2022 • April 15, 2022 • June 8, 2022	• Data team will share test problems that support mathematical practice 1 for making sense of problems and perseverance. • A data team members will upload CFUs to Datamate • Data team will ensure that text and assessment questions are grade

			level appropriate and that they align to NYS Math rigor and format.

Data team will review school wide CFUs data to monitor trends and growth which will part of discussion and collaboration with staff at large	The review of data immediately after administering CFUs and the open discussion on trends and growth will allow the data team and staff to strengthen the value of the data and its impact.
	
	Data will be reviewed to find the classrooms that are meeting and/or exceeding mastery of the standard or mathematical practice to inquire on teaching and learning practices. Administrators will conduct classroom visits to find the practices that would be of benefit to other classrooms. Teachers will be able to share their practices with other teachers.
	
	Administer staff surveys to get feedback on efficacy of assessments and use of data in instructional practices.
		• Data Teams meetings will be held on:
		  o October 6, 2021
		  o December 1, 2021
		  o February 2, 2022
		  o March 15, 2022
		  o April 6, 2022
		  o June 14, 2022
		
		• Time will be allocated during monthly faculty and department meetings to review, discuss, and support CFUs data and teacher collaboration on best practices.
		
		• During school professional development will be scheduled for teacher collaboration on data and best practices.
			• Classroom visits by administrators.
			
			• Review of data for trends and growth.
			
			• Schedule collaboration and sharing meetings for teachers to share best practices based on trends.
			
			• A data team member will be charged with developing surveys and sharing the data with the team.

Student Focus Group on CFUs	Student voice is an important aspect of school culture. A focus group that is representative of the students will share	• Focus Group meetings will be held on: • October 27, 2021	• CEP team members will organize and

	their knowledge and experiences on how the data from CFU's are used to monitor and improve student academic performance. Different students will be part of each focus group. Student feedback will allow the staff to know how students see the work we are doing and what can be done to meet students' needs and adjust to challenges.	• January 12, 2022 • June 13, 2022	hold the students focus groups. • Feedback from students will be shared with students and staff.

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	Checks for understanding have helped me better understand what the questions ask of me and what skills I need to use to answer them.	80% agree or strongly agree
Staff Survey	Checks for understanding data has helped me reflect on my teaching practice and student growth.	80% agree or strongly agree
	I feel comfortable using data to support my teaching practice.	80% agree or strongly agree
	Collaboration with colleagues has been useful in finding practical ways to teach my students.	80% agree or strongly agree
Family Survey	The school communicates how students are performing on different school wide assessments	80% agree or strongly agree

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.

By June 2022, we expect to have a 10% growth from 2020-2021 CFUs data.

By June 2022 students will be able to best explain the purpose of CFUs and the impact the classroom strategies have had in their leaning.

Commitment 4

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**
  ☐ Rating: Meets WWC Standards Without Reservations
  ☐ Rating: Meets WWC Standards With Reservations
☐ **Social Programs That Work**
  ☐ Rating: Top Tier
  ☐ Rating: Near Top Tier
☐ **Blueprints for Healthy Youth Development**
  ☐ Rating: Model Plus
  ☐ Rating: Model
  ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Amanda Rofrano	Teacher
Diana Mikochik	Teacher
Valeria Badurski	Teacher
Napoleon Iglesias	Teacher
John Shanley	Teacher
Karen Keane	Teacher
Rebecca Shields	Teacher
Heather Knudsen	Teacher
Megan Conlon	Teacher
Matthew Gengler	Principal
Rosanne Kavanagh	Assistant Principal
Elias Mestizo	Assistant Principal
Allison Valentin Portillo	Student
Olivia Ycaza	Student
Marcella Paracat-Rojas	Parent
Arline Allera	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. Working with our NYSED Support Laison (Danielle Chatman) for feedback/review/edit.
7. 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
6/3/2021		X				
6/4/2021	X					
6/9/2021	X					
6/10/2021	X					
6/14/2021	X					
6/29/2021			X	X		
6/30/2021			X	X	X	
7/1/2021					X	
7/2/2021					X	
7/5/2021						X

7/7/2021					X	X
7/9/2021					X	
7/12/2021					X	X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The SCEP team interviewed 22 students representing a variety of demographic groups and included students who participated in remote, hybrid, and in-person instruction. Some of the themes that informed the plan are:

- Students shared that they missed being in school every day and when they had the opportunity to return, it benefited their social and academic skills.
- Students said that they are concerned with the learning gap because of the pandemic.
- Students stated that there needs to be consistency in teaching.
- Students shared that socialization will be important for the new school year.
- Students indicated that they needed more accessibility to adults/teachers for support and not only the guidance counselors.
- Students stated that there are mental and social needs that need to be addressed.
- Students shared that they need a safe space where to share their thoughts and feelings.
- Some students shared that they had not experienced racism or equality challenges in school, but saw the need for these to be addressed.
- Students asked for more clubs to become available where they can discuss relevant issues such as racism, gender equality, sexism, etc...
- Students shared that cyberbullying has become an issue and that school needs to address this issue in different ways.
- Students discussed how students have fears to discuss their identity and feelings.
- Students were concerned that many students use racial and sexual expressions that hurt other students, but very few get involved to stop their use.
- Students felt that teachers need training on dealing with racial and equality issues.
- Students are concerned that students record negative behaviors which hurt others.
- Students recognized how they have learned to use technology for learning purposes which has been an asset to them.
- Students would like to be part of small groups to discuss relevant issues that are lived daily.
- Students are concerned that the subject of racism is ignored and whenever mentioned, it is shut down.
- Students do not want to be compared to how other students are or do work.
- Students stated that politics should be kept out of the class.

Equity Self-Reflection

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

The SCEP team developed a survey from of the Equity Self-Reflection and *How Learning Happens* document, reviewed and developed the following thoughts based on the feedback:

- We need to find ways to assume collective responsibility to learn about student cultures and community.
- It is important to establish a mechanism that supports Social Emotional Learning (SEL) at the behavioral and instructional levels.
- Student voice needs to be part of any work we are looking to accomplish.
- We need to look at the bell schedule and make the necessary changes to establish some type of advisory time where open and frank discussions can be held.
- Professional development will be key to equip teachers and staff on discussing important topics with each other and students in order to promote diversity and social emotional well-being.
- We will need to review of curriculum to incorporate literature that supports diversity, racial and SEL topics.
- The goal is not impose political views but support students' needs at every level.
- We need to be consistent in lesson delivery and assessments; therefore, Checks for Understanding should be continued in order to build a stronger instructional program.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

X   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.

X   2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

X   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.