



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mount Vernon City School District	Benjamin Turner Middle School	5-8

### Collaboratively Developed By:

**The Benjamin Turner Middle School SCEP Development Team:  
Pauline Pearce, Nadine Jefferson, Elizabeth Smith, Matthew Wilbekin, Jennilee Wilson,  
Norman Miller, Riana Powell, Victoria Ryer, Donna Smith**

*And in partnership with the staff, students, and families of Benjamin Turner 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 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 1

## COMMITMENT I

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We commit to providing a welcoming and supportive environment for our scholars.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>Our vision includes promoting social and emotional well-being in preparation for global citizenship. We seek to instill the core values of respect and to establish a safe and nurturing environment that allows for self-discovery in a changing society.</p> <p>This commitment emerged from student interviews which informed us that they want to feel comfortable with interacting with teachers and other students. They have a need to express their best self.</p> <p>Building relationships with students and making them feel welcomed are key to creating a positive classroom and school environment. Establishing a nurturing learning environment and clear learning expectations creates better learning outcomes.</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?
<b>School leadership team will monitor all aspects of the learning environment, make recommendations, and lead the implementation of plans.</b>	The team will consist of administrators, teachers, security workers and students. The team’s responsibilities will include monitoring the ingress procedure to ensure that students feel welcome when they enter the building and enter each classroom, helping new incoming students transition to middle school, organizing quarterly orientation to include team building, school rules, grading criteria, and understanding, and buying into “We are the lion’s PRIDE. We ROAR.” and the AVID principles.	Parent and student surveys at the end of each marking period.  Through daily class discussions during home room or advisory.  Attendance rates will improve each quarter.  Peer and teacher relationships will improve.	The team will meet monthly to assess and review data and strategies to determine level of effectiveness.
<b>Provide time and opportunities for staff and students to interact through participation in extra-curricular activities.</b>	At least once per month, staff will have the opportunity to engage with students. Staff members will lead or participate in extra-curricular activities that are a part of the master schedule.	90% attendance at extracurricular activities.  Feedback forms at the end of each marking period that assess students’ connections with teachers.	Materials will be needed to support for club activities.  Staff needed to organize and lead clubs.
<b>Highlight materials that represent and</b>	Celebrate or represent each culture through signage and flags around the building.	Daily interactions with parents and students.	Flags that represent the demographic of the community.

Commitment 1

<b>affirm student identities.</b>	Curriculum materials highlight or represent the demographics of the school community.	Parent and student survey results.	Signage in different languages at the entrances, communal areas and exits. Culturally relevant books, and materials.
<b>Daily Announcements meant to inspire staff and students.</b>	Principal and selected students will share a motivational message each day.	Student behavior (Suspension rates) Student comments and conversation	Access to quotes or messages that are relevant to the school population. Public address system
<b>Students will have a voice in decision making through a student advisory council.</b>	At least two representatives from each grade level will monitor the entire learning environment and will meet with the principal monthly to advise and discuss recommendations for adaptations. The students will act as liaisons between the student body and staff. Members will collect student feedback, encourage engagement, share resources, all to improve student experiences.	Student behavior Student engagement School climate	Time for students to meet. Student council faculty advisor. Funds to purchase materials and fund events.

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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel accepted and welcomed by my teachers and staff when I arrive at BTMS daily.	90%
	Students do not bully or threaten each other in this school.	85% (previous 83%)
	Students in in this school are treated regardless of race, culture, religion, sexual orientation, gender or special needs. Teachers treat students with respect.	85% 70% (previous 35%)
<b>Staff Survey</b>	I consistently welcome students daily into the school building and promote a positive rapport with my students.	90%
	Students treat staff members with respect.	75% (previous data 65%)
	Students meet behavioral expectations.	80%
<b>Family Survey</b>	Benjamin Turner Middle School creates a welcoming and supportive atmosphere that my child enjoys attending daily.	70%
	Students respect teachers in this school.	60% (previous data 53%)
	Students do not threaten and/or bully each other.	60% (previous data 52%)

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 1

- Increase in student participation in class and after-school activities (measured by report card comments from teachers and sign-ups for student after-school activities).
- Increase in student attendance rate (as compared to the previous year 2020-2021).
- Decrease of student tardiness (as compared to the previous year 2020-2021).
- Decrease in suspension rate.
- Increase in parental involvement (as compared to the previous year 2020-2021).

Commitment 2

## COMMITMENT 2

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	<b>We commit to improving connections among students, staff, school, and the community.</b>
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>Our school community collectively believes in our shared responsibility to support our students in developing their innate care for others and the community. This commitment aligns with our school's vision of preparing all students for global citizenship by giving them hands-on experience working in their community.</p> <p>Scholars shared in their interviews that they are concerned about several issues that are typical of their community and the world at large. They are concerned about safety, poverty, and the welfare of Mt. Vernon, global warming, wildlife conservation, and other environmental issues. We collectively agree that we need to provide opportunities for our students to engage with the community to understand and help in addressing the problems that they are concerned about.</p> <p>The "How Learning Happens" document influenced our thinking in that we began to consider the notion that learning happens inside and outside of school. We agreed that connecting with the community is an excellent way to provide experiential learning opportunities for our scholars and address the issues that they care about.</p> <p>Community service is the right commitment to pursue because it will enhance life skills such as teamwork and empathy both inside and outside the classroom, help deepen the students' commitment to Mt. Vernon, and will increase their ability to see themselves as agents of change in their community.</p>

Commitment 2

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?
<b>Community Service Requirement for all Students</b>	<p>The humanities department will begin exploring the needs of the community. Each grade level will adopt one or two community projects based on student interests and community needs by November.</p> <p>Classes will begin projects by January 2022.</p>	<p>Students will be involved in the investigation, project selection and planning for implementation.</p> <p>Student engagement.</p>	<p>Time for planning.</p> <p>Funds for the cost of transportation as needed.</p>
<b>Develop key partnerships with community organizations that will lead to community service opportunities throughout the school year.</b>	<p>Key faculty and staff securing opportunities for students in all grades to participate in community service projects with their organization.</p> <p>Community partners will be invited to speak with students and share their experiences.</p> <p>Field trips to community organizations related to selected community service projects.</p>	Partnerships with various organization in the community.	<p>Staff will be needed to serve as project supervisors.</p> <p>Time for planning will need to be considered in the assessment calendar.</p> <p>Funds to absorb transportation costs.</p>
<b>Institute a social justice, social action, or</b>	Appointing a faculty advisor and recruiting students to join	Students will sign up for the club, attend periodic	Faculty Advisor stipend

Commitment 2

<p><b>community service club after school</b></p>	<p>Identify areas of focus based on student interests in social justice issues.</p> <p>Students will take leadership roles (President, VP).</p>	<p>meetings, and work on initiatives that they design. Students will document their experience and share with the school community or class.</p>	
<p><b>Communicate the focus on community service to the school's families.</b></p>	<p>Promoting the community service requirement to families in order to obtain their engagement in and support of the community service initiative. Familial support includes parents and guardians discussing the importance of community service and encouraging students to participate at home and asking their students about what they did and learned during and following a community service project.</p>	<p>Parental involvement in the PTA and school projects will increase.</p>	<p>Monthly meetings and opportunities to showcase the work that students are doing.</p> <p>Parent liaison to support parental engagement.</p>
<p><b>Academic and Enrichment afterschool activities</b></p>	<p>Intentional trips based on curriculum standards. Afterschool activities should be academically based but should be focused on student interest.</p>	<p>75%-80% of students will sign up for afterschool activities.</p> <p>Monitor participation and grades in core classes.</p>	<p>Funding and staffing for activities.</p>

**Commented [A1]:** This strategy sounds almost identical to the Community Service Requirement for all Students strategy to be implemented by the humanities department. Should we omit the Social Justice, social action, or community service club strategy?

Commitment 2

**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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	The school offers extra-curricular activities for people like me.	75%
	Students like me can help make the community a better place.	75%
	Teachers at this school are interested in me as a person.	80%
	I have a strong, trusting relationship with at least one adult in this school.	80%
<b>Staff Survey</b>	This school values the work I do to support students beyond the curriculum.	75%
	This school provides time to interact with students outside of the classroom.	100%
	I am supported by my students’ parents.	60% (previous 48%)
	There are strong community partnerships at my school.	60% (previous 39%)
<b>Family Survey</b>	The staff at this school care about my child.	85%
	My child feels connected to this school.	85%
	Staff members and families treat each other with respect.	85%
	Parent/Guardian input is valued at my school.	90%
	Families are encouraged to attend school-sponsored activities.	90%
	I feel welcome in my child’s school.	90%

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 2

- Chronic absenteeism will be reduced.
- Increased participation in extra-curricular activities.
- Project participation, self-reflection, and presentations.
- Parental involvement will increase.
- Teacher participation in all aspects of the school community will increase.

Commitment 3

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We commit to delivering an academically rigorous and challenging curriculum.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>Our vision explicitly states that as a school we will provide access to a rigorous curriculum that is aligned to the Next Generation Learning Standards.</p> <p>This commitment was chosen as it aligns with our ongoing vision of BTMS and the feedback from both teachers and students.</p> <p>In student and teacher interviews, some students felt that they were not being challenged while teachers felt that during the pandemic students have fallen behind.</p> <p>This is the right commitment for our students because we want them to not only succeed at BTMS but to prepare them for future learning.</p> <p>This commitment will help prepare our students to be global learners by equipping them with strategies to succeed in their further endeavors and to become lifelong learners.</p>

Commitment 3

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Create and implement unit and lesson plans that are aligned to the district’s curriculum guides and Next Generation Standards.</b></p>	<p>Lesson plans will address Dufour’s 4 questions and include research-based intervention strategies for groups of students. This will include adaptations and interventions as appropriate.</p> <p>Unit plans will address all three goals of learning: acquisition, making meaning, and transfer.</p> <p>Dept. meeting agenda will include time for teachers to identify focus indicators and explore intervention strategies that can be applied to various groups of students.</p>	<p>Student products.</p> <p>Teams will meet on a biweekly basis to report on the success or lack of success on the use of different strategies through the analysis of student work.</p> <p>Individual teachers will gauge their success through formal and informal assessments.</p> <p>Student feedback.</p>	<p>Curriculum guides must be provided.</p> <p>Adhere to the department meeting schedule.</p> <p>An assessment calendar will help focus and keep everyone on track.</p> <p>Teacher leaders are needed to assume roles in the professional learning community.</p> <p>Coaching in sorting activities that support acquisition, making meaning and transfer.</p>

Commitment 3

	Use technology to support learning goals.		Classroom set of devices or individual devices are needed to support activities that involve the use of a computer.
<b>Increase intentional cooperative learning and collaborative activities.</b>	<p>Social Studies and Science classes will have at least 1 group project per marking period. Teachers will be intentional about grouping of students.</p> <p>Explicitly teach students how to work collaboratively using any of the AVID strategies.</p>	<p>Teacher evaluation of process and products in team or department meetings.</p> <p>Student products.</p> <p>Student feedback.</p>	Professional development centered around training students for collaborative work, rubrics, check lists and success criteria.
<b>Monitor student progress through 6 to 8 weeks data cycles.</b>	<p>Teachers will identify targeted students list and submit an intervention plan for each student at the first “one on one” conference.</p> <p>Teachers will keep a class binder of student’s assessment data, writing samples, performance task etc.</p> <p>Teachers will assess, regroup, and monitor student progress every 6-8 weeks.</p>	<p>Student learning progressions, student reflections, teacher reflections and test scores from formative assessments and I-Ready's B.O.Y, M.O.Y and E.O.Y. assessments.</p>	<p>Assessment calendar</p> <p>One-on-one conferencing with building administration or district standards administration.</p> <p>Professional development centered around small group instruction and progress monitoring.</p> <p>Grade level planning time.</p>

Commitment 3

	<p>Targeted students including ELL's and SWD's will be placed in differentiated groups in class and receive additional support in pullout and afterschool special programming.</p> <p>Grade level teams will plan and implement RTI Plan as indicated.</p>		
<p><b>Teachers will embed Explicit Direct Instruction strategies in their practice.</b></p>	<p>Teachers will explicitly plan so that students will:</p> <ul style="list-style-type: none"> <li>• Understand the learning target and success criteria.</li> <li>• Participate in student-centered discussions and tasks with adequate work time to consolidate their learning and allowing for group or individual conferencing with the teacher.</li> <li>• Frequently self-assess their products using rubrics &amp; check lists.</li> </ul>	<p>Homework completion will increase.</p> <p>Improved quality of student work.</p> <p>Improved test scores.</p> <p>Student reflections and feedback.</p>	<p>Frequent class visitations followed by feedback.</p> <p>Coaching on EDI implementation.</p> <p>Coaching on small group instruction.</p>

Commitment 3

**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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I know what it takes to do well on tests.	80%
	I feel challenged at school.	80%
	I learn from class lessons.	80%
	I feel prepared to do well on class assignments.	80%
	My teachers expect me to do my best.	80%
	I understand how grades are assigned.	80%
	My school sets high learning standards.	80%
<b>Staff Survey</b>	I feel that I have enough resources, strategies and content to achieve this commitment.	90%
	Helping students meet challenging academic goals is a primary focus of my school.	90%
	Students are learning what they need to be successful in the next grade or after graduation.	90%
	I am given the instructional support I need to teach my students.	90%

Commitment 3

<b>Family Survey</b>	I am satisfied with the education my child receives in school.	80%
	I am satisfied with the quality of my child's math instruction.	80%
	I am satisfied with the quality of my child's reading instruction.	80%
	I am satisfied with the quality of my child's writing instruction.	80%
	My child's schoolwork is challenging.	80%
	I understand how grades are assigned	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.
<ul style="list-style-type: none"><li>• At least 30% of Math and ELA iReady scores are at or above grade level.</li><li>• Overall school performance for NYS Math and ELA performance will increase by at least 10% and 15% respectively.</li></ul>

Evidence-Based Intervention

## 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	

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:

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

**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.

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



## Our Team's Process

### 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		
5/11/21	x		x			
5/14/21	x		x			
5/18/21				x		
5/25/21			x		x	
5/26/21					x	
5/27/21					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**

We used the information that we learned from the students' perspectives to decide on our top commitments for next year. Most of our student responses point to the need to be intentional around the school environment and how our procedures and practices impact their social and emotional development. Given that we serve a middle school aged population, we collectively agreed that this must be addressed before any other commitments.

### Equity Self-Reflection

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

Student and staff interview questions included aspects of the Equity Self-Reflection. We committed to two of the four core principles, Welcoming and Affirming Environment and High Expectations and Rigorous instruction, as they are explicitly stated in the school's vision and mission statements. Our self-reflection results indicated that we are emerging in these areas. Our goal is to integrate and sustain an exemplary level of practice given the age group of our student population and what we learned from the student interviews.

## 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.