New York State
**EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

# School Comprehensive Education Plan
2022-23

| District | School Name | Grades Served |
|---|---|---|
| Brentwood | North Middle School | 6th, 7th, 8th |

| Collaboratively Developed By: |
|---|
| The Brentwood North Middle School SCEP Development Team |

| | |
|---|---|
| Matt Gengler | Rosanne Kavanagh |
| Elias Mestizo | Amanda Rofrano |
| Diana Mikochik | Rebecca Shields |
| Valerie Cacaccio | Valerie Badurski |
| Vanessa Sobotko | Heather Knudsen |
| Allison Lynch | John Shanley |
| Karen Keane | |

*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

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 2022-23 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.

## Strategies

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 Team

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

- 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

# COMMITMENT 1

## Our Commitment

| | |
|---|---|
| **What is one commitment we will promote for 2022-23?** | **We commit to ensuring that every child has intentional opportunities to practice and build social, emotional, and cognitive skills.** |
| **Why are we making this commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br><br>● *How does this commitment fit into the school's vision?*<br><br>● *Why did this emerge as something to commit to?*<br><br>● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br><br>● *What makes this the right commitment to pursue?*<br><br>● *How does this fit into other commitments and the school's long-term plans?* | Research shows that students learn better when there are clear and consistent routines and structures. At North Middle School our goal is to promote a space for students to learn in a safe and structured environment.<br><br>As a school we created Restorative Practice Expectations at North Middle school and as a staff we selected the top areas of focus for the 2022-23 school year and aligned it to How Learning Happens Framework and determined the commitments based on the how learning happens framework.<br><br>Additionally, we looked at the Equity Self Reflection and determined how the top eight areas aligned to the CRSE principles and aligned closely with Principle 1 - Welcoming and Affirming Environment by prioritizing social-emotional learning.<br><br>Information from student questionnaires/interviews indicates that they feel anxious about coming to school and have forgotten how to talk to people. Additionally, students indicated they want teachers to "Make it known that [they] care about and talk openly to students." |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Getting to Know you Activities | ● In September, January and June, teachers will administer an open-ended teacher created prompt to students to ascertain information about their feelings that will help build relationships and connect with students (Include opportunities for students to identify their pronouns and the way they would like to be addressed and if they have access to internet) | ● Getting to know Survey Results | Prompt for all staff |
| Implement SEL circles within the classroom | ● Train Teachers on the purpose and use of circles<br><br>● Create a calendar of dates alternating 1st and 8th period<br><br>● Create a team to plan lesson plans that will be used by all staff during circle time.<br><br>● Model the lesson with teachers during professional development time | ● Survey Results<br><br>● Reduced Discipline | Circle Books/Resources |

| | | | |
|---|---|---|---|
| Create affinity groups/clubs and programs for students to participate in during the day or after school | ● Work with partners and staff to implement the following<br><br>    ○ Beautiful Me<br><br>    ○ Unity<br><br>    ○ Girls Inc<br><br>    ○ Leaders of the Future<br><br>    ○ My Brother's Keeper<br><br>    ○ Mentoring Program for Boys<br><br>● Create advertisements for students to join and participate in clubs<br><br>● Recruit teacher advisors for the clubs<br><br>● Create a process for teacher recommendations to the clubs | Attendance in Group<br><br>Feedback from advisors | Stipends for advisors<br><br>Fees for clubs |
| Create a teacher toolbox of strategies and activities to use in classroom to support SEL work | ● Create a document (Padlet/One Drive) for teachers to share strategies and activities that they used to support SEL initiatives.<br><br>● (Eric Hermann Strategies) | Teacher Surveys | One Drive Document |
| Restorative Circles | ● Core group of teachers to plan out monthly PD for circles | Surveys | Training for Teachers |

## End-of-the-Year Desired Outcomes

School's 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.
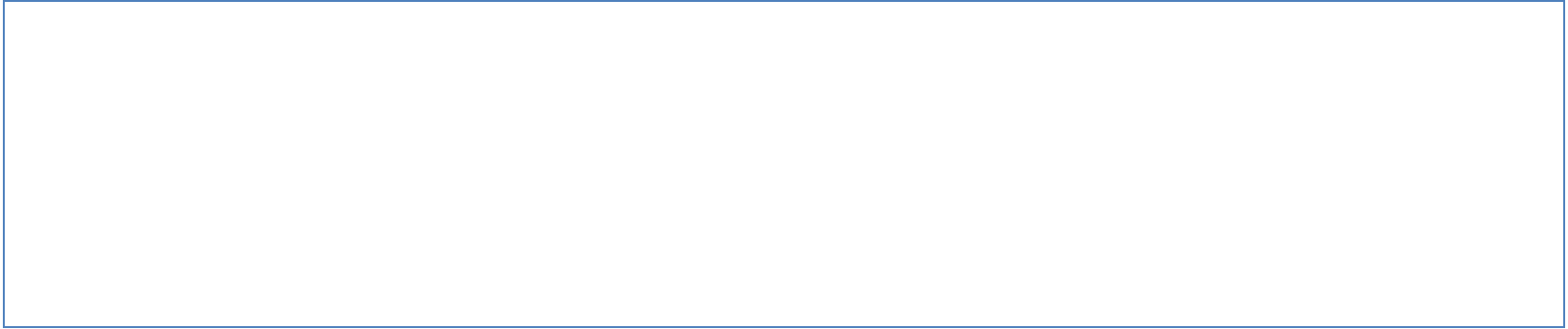
### We believe these survey responses will give us good feedback about our progress with this commitment:

| | Survey Question(s) or Statement(s) | Desired response *(e.g. % agree or strongly agree)* |
|---|---|---|
| Student Survey | 1. Rate your connection to your teachers<br>2. Do you feel that your preferred identity was acknowledged by staff? | 1. 75% feel connected/very connected<br>2. 75% agree/strongly agree |
| Staff Survey | 1. Rate your personal connection to your students<br>2. How comfortable were you in facilitating/implementing Restorative Circles in your classroom? | 1. 85% feel connected/very connected<br>2. 75% feel comfortable/very comfortable |
| Family Survey | 1. My student feels safe and happy at school.<br>2. The school encourages parent involvement in school activities. | 1. 75% agree/strongly agree<br>2. 75% agree/strongly agree |

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

- Implementing monthly Restorative Circles
- Bringing back Family Engagement Events
- Implementing Student/Staff/Family surveys 3 times during the school year

Commitment 1

# COMMITMENT 2

## Our Commitment

| What is one commitment we will promote for 2022-23? | We commit to ensure that every child feels safe, respected, supported, and has a true sense of belonging and has strong, trusting relationships with adults and peers. |
|---|---|
| **Why are we making this commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br><br>● *How does this commitment fit into the school's vision?*<br><br>● *Why did this emerge as something to commit to?*<br><br>● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br><br>● *What makes this the right commitment to pursue?*<br><br>● *How does this fit into other commitments and the school's long-term plans?* | Research shows that students learn better when they feel safe, respected, supported, and have a true sense of belonging. At North Middle School our goal is to promote a space for students to learn in a safe and structured environment.<br><br>As a school we created Restorative Practice Expectations at North Middle school and as a staff we selected the top areas of focus for the 2022-23 school year and aligned it to How Learning Happens Framework and determined the commitments based on the how learning happens framework.<br><br>Additionally, we looked at the Equity Self Reflection and determined how the top eight areas aligned to the CRSE principles and aligned closely with Principle 3- Inclusive Curriculum and Assessment by empowering learners to be agents of positive social change.<br><br>Information from student questionnaires/interviews indicates that some feel safe, while others do not. Additionally, students indicated, "I am judged and excluded sometimes." |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Create a Be the "CHANGE" matrix to outline expectations for the school | • Create a team to determine and create a matrix for the schoolwide expectations<br><br>i.e. Be Responsible, Be Respectful, Be Present and define what it means in different areas of the classroom<br><br>• Make posters and place them in every classroom and in hallways<br><br>• Paint the Expectation on a mural at the front of the school | • Reduction in Discipline<br><br>• Survey Results | Money for posters and murals<br><br>Time for teachers to plan |
| "Being the Change" Monthly Townhall Meetings | • Create a certificate to use to recognize students for the Be the "Change" work<br><br>• Calendar dates for monthly Town hall meeting to celebrate students "Being the Change"<br><br>• Prepare agenda for monthly town hall meetings (Speakers, etc.) | • Increased positive relationships<br><br>• Reduced discipline | Time for planning |

|  |  |  |  |
| --- | --- | --- | --- |
|  | ● Outline the goal is to earn a Certificate for each letter |  |  |
| Create a teacher toolbox containing strategies and activities to use in classroom | ● Create a document (Padlet/One Drive) for teachers to share strategies and activities that they used to support Belonging initiatives.<br><br>● Develop Co-authored "Agreements"/Expectations involving teachers and students about what a great classroom looks like, sounds like and feels like. | ● Teacher Survey<br>● Provide a Welcome Back Tool Kit providing suggestions for activities that engage students in inclusive conversations about shared behavioral/academic expectations that will be visible and supported by themes for circles as well as student surveys to gage student sense of belonging. | Creating a shared document/s<br><br>Time for teachers to plan<br><br>Model this in opening day with teachers to implement in their classrooms |
| Create a "Be the Change Wall" | ● Display students for each category on the television during lunch period<br><br>● Display student names in the hallway under each category | ● Student receiving surveys | Money to purchase bulletin board supplies/small give aways<br><br>Point person to create television/hallway display |
| Restorative Practice | ● Train teachers in restorative practice<br><br>● Continue to revisit the Social Discipline Window throughout the school year. | ● Teacher survey<br>● Relationships of students and teachers | Money to train teachers<br><br>Teachers to volunteer for training<br><br>Money for coverages, if necessary |

| | | | Faculty/Department meeting times to revisit Social Discipline Window<br><br>Space to meet<br><br>Model classrooms |
|---|---|---|---|
| Greeting students at the door | • The school will create a plan of how to greet students at the door before they enter the classroom | • Relationships of students and teachers | Faculty/Department meetings to create plan |
| Promote the inclusion of multicultural themes across curriculums and grade levels | • Create a calendar to integrate celebrations representative of the school culture<br>• Supporting the inclusion of culturally responsive materials in all classes | • Displays around the school<br>• Book clubs<br>• After school functions<br>• Field trips | Money for resources<br><br>Time for planning |

## End-of-the-Year Desired Outcomes

School's 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<br>*(e.g. % agree or strongly agree)* |
|---|---|---|
| Student Survey | 1. Do you feel different cultures are represented in a positive manner in school?<br>2. Do you feel that your culture is represented in a positive manner in school?<br>3. Do you feel that implementing the Be the Change Wall has had a positive effect on our school culture? | 1. 75% agree or strongly agree<br>2. 75% agree or strongly agree<br>3. 75% agree or strongly agree |
| Staff Survey | 1. Do you feel that the Be the Change initiative had a positive effect on our school culture?<br>2. How effective were you in incorporating culturally diverse materials into your curriculum? | 1. 75% agree or strongly agree<br>2. 75% effective |
| Family Survey | Please state your level of agreement for the following questions:<br><br>1. My student feels safe and happy at school<br>2. The school has improved my student's social skills considerably<br>3. The school does not allow bullying<br>4. The school takes immediate action in cases of bullying.<br>5. The school is very hygienic/clean.<br>6. The school has regular Parent-teacher meetings to encourage parent engagement<br>7. The school encourages parent involvement in school activities. | 1. 85% agree or strongly agree<br>2. 75% agree or strongly agree<br>3. 75% agree or strongly agree<br>4. 75% agree or strongly agree<br>5. 85% agree or strongly agree |

| | | |
|---|---|---|
| | | 6. 75% agree or strongly agree |
| | | 7. 75% 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 2022-23 school year. |
|---|
| • Implementing Be the Change Wall and Initiative<br>• Incorporating culturally diverse events/materials into the school environment<br>• Implementing Town Hall monthly meetings |

# COMMITMENT 3

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

## Our Commitment

| | |
|---|---|
| **What is one commitment we will promote for 2022-23?** | **We commit to ensuring that every child**<br><br>● **is engaged in meaningful learning that is relevant to them**<br><br>● **has the opportunity and authority to drive and shape their own learning** |
| **Why are we making this commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br><br>● *How does this commitment fit into the school's vision?*<br><br>● *Why did this emerge as something to commit to?*<br><br>● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br><br>● *What makes this the right commitment to pursue?*<br><br>● *How does this fit into other commitments and the school's long-term plans?* | Research shows that students learn better when they have an opportunity to drive and shape their own learning, as well as engage in meaningful learning that is relevant to them. At North Middle School our goal is to promote a space for students to have a voice in their learning opportunities.<br><br>As a school we created Restorative Practice Expectations at North Middle school and as a staff we selected the top areas of focus for the 2022-23 school year and aligned it to How Learning Happens Framework and determined the commitments based on the how learning happens framework.<br><br>Additionally, we looked at the Equity Self Reflection and determined how the top eight areas aligned to the CRSE principles and aligned closely with Principle 2- High Expectations and Rigorous Instruction by creating an environment that is academically rigorous and intellectually challenging while also considering the different ways students learn.<br><br>Information from student questionnaires/interviews indicates that students want more partner work and positive reinforcement for students who are struggling. Additionally, students indicated that "Teachers can include more fun activities that make students want to come to class." |

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Commitment 3

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Implement school wide question starters | • Create a list of "question starters" that can be used schoolwide in all classrooms<br><br>• Provide PD on the questions starters<br><br>• Create posters of the question starters for all classrooms | Teacher surveys<br><br>Student grades<br><br>Lesson Planning<br><br>Walkthroughs | Time to collaborate and plan<br><br>Shared document to create a list of question starters<br><br>Faculty meetings and Department meeting to share/model |
| Checks for Understanding through questioning | • Provide teachers with professional development on how to use questioning to check for understanding (TLAC)<br><br>• Implement exit tickets a minimum 2-3 times a week<br><br>• Work with departments to create common exit tickets<br><br>• Devise a school wide system for checks for understanding, Fist of five, index cards,) | Teacher surveys<br><br>Student grades<br><br>Lesson Planning<br><br>Walkthroughs | Time to collaborate and plan<br><br>Faculty meetings and Department meeting to share/model |

| | | | |
|---|---|---|---|
| Webb's Depth of Knowledge integrated into instruction | ● Provide professional development on how to incorporate Webs Depth of Knowledge into instruction | Teacher surveys<br><br>Student grades<br><br>Lesson Planning<br><br>Walkthroughs | Time to collaborate and plan<br><br>Faculty meetings and Department meeting to share/model<br><br>Money for materials/resources for implementation<br><br>Assessment data |
| Create a teacher toolbox of strategies and activities to use in the classroom (RACE for ELA, CUBES for Math) | ● Create a document (padlet/One Drive) for teachers to share strategies and activities that they used to support initiatives. | Teacher Survey | Time to collaborate and plan<br><br>Shared document to create a list of activities<br><br>Faculty meetings and Department meeting to share/model |
| Data Meeting | ● Provide Professional Development of the reports from I Ready and Reading Inventory<br><br>● Create a process for student data review and goal setting. | Student growth on reports | Re-establish Data Team<br><br>Time to meet |
| Book Study | Conduct a book study on<br><br>Zaretta Hammond Culturally<br><br>Responsive Teaching and the Brain | Awareness of CRSE<br><br>Integration into instruction | Copies of the book<br><br>Paid time to participate in book study<br><br>Facilitator of book study<br><br>Time to meet |

Commitment 3

## End-of-the-Year Desired Outcomes

School's 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 | 1. Did the sentence starters help clarify any questions you may have had during lessons?<br>2. Did teachers communicate the importance of the CFUs to the class? | 1. 75% agree/strongly agree<br>2. 75% agree/strongly agree |
| Staff Survey | 1. Were the Checks for Understanding/ data effective in helping you to drive your instruction?<br>2. How effective were sentence starters in helping to clarify student misconceptions? | 1. 75% agree/ strongly agree<br>2. 75% effective |
| Family Survey | 1. I am able to monitor the progress of my student throughout the year.<br>2. How satisfied are you with the school's academic counseling? | 1. 75% agree/ strongly agree<br>2. 75% agree/ 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 2022-23 school year. |

- Implementing school-wide Statements for Question Starters
- Continuing implementation of CFUs -
- Creating a teacher toolbox of strategies and activities
- Re-establishment of Data Team

# 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.

## X  State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

| | |
|---|---|
| Evidence-Based Intervention Strategy Identified | Restorative Justice- Develop school-wide staff professional development on culture change and restorative justice approaches. |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Commitment 1- Implementing Restorative Circles<br><br>Commitment 2- Train more teachers to be "practitioners," and continue to revisit the Social Discipline Window throughout the school year. |

# ☐ 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 |
|---|---|
| Matt Gengler | Principal |
| Rosanne Kavanagh | Assistant Principal |
| Elias Mestizo | Assistant Principal |
| Diana Mikochik | Teacher |
| Amanda Rofrano | Teacher |
| John Shanley | Teacher |
| Valerie Cacaccio | Teacher |
| Valeria Badurski | Teacher |
| Heather Knudsen | Teacher |
| Rebecca Shields | RTI Specialist |
| Vanessa Sobotko | Teacher |
| Karen Keane | Teacher |
| Allison Lynch | Teacher |

Our Team's Process

| | |
|---|---|
| Alexis Escobar | Student |
| Hazel Molina | Student |
| Luis Cribas Brizuela | Student |
| Isabella Garcia | Student |
| Stephen McCoy | Student |
| Sarai Canales | Student |
| Fabian Santana | Student |
| Eli Millan | Student |
| Yaheni Aparicio | Student |
| Amelia Santana | Student |
| Daniely Pichardo | Student |
| Olivia Ycaza | Student |
| Daniel Ramirez | Student |
| Gisselle Hernandez | Student |
| Jacqueline Delao | Student |
| Justin Flores | Student |

## 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 (OPTIONAL)

## 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 | OPTIONAL: Completing the "Leveraging Resources" document |
|---|---|---|---|---|---|---|
| | | | *x* | *x* | | |
| 6/9/22 | X | | | | | |
| 6/13/22 | x | | | | | |
| 6/28/22 | | X | X | X | X | |
| 7/6/22 | | X | | | X | |
| | | | | | | |
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# 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 students identified their concerns about safety, inclusion, recognition, and effects of the pandemic and hygiene.  These concerns were taken into accountability when creating the plan.  We have created surveys that will be distributed throughout the year to collect data regarding how students feel their concerns are being addressed. |

## Equity Self-Reflection

| Describe how the Equity Self-Reflection informed the team's plan |
|---|
| The equity self-reflection identified areas of growth that drove our commitments. Further, the conversations that took place provided various input and diverse perspectives that still lead our team to form and agree to our commitments. |

# Next Steps

## Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and adjust as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.