



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Roosevelt Union Free School District	Roosevelt High School	9-12

District	Superintendent	Signature
Roosevelt Union Free School District	Dr. Deborah L. Wortham	
District	Board of Education President	Signature
Roosevelt Union Free School District	Mrs. Rose Gietschier	

Collaboratively Developed By: Carleen Henry, Cassandra Jackson, Noel Rios

The **Roosevelt High School** SCEP Development Team

SCEP Team Members:

Carleen Henry, Acting Principal

Rochelle Brown, Assistant Principal

Cassandra Jackson, Assistant Principal

James Thomas, Assistant Principal

Noel Rios, Attendance Administrator/Truancy

Jasmin Howard-Bassett, Teacher

Irene Renner, Teacher

Alex Bryer, Teacher

Andres Berrueccos, Guidance Counselor

Nevys Duran, Teacher

Misty Ortiz, Parent

Susan McMillan, Parent

Despina Forakis, Teacher

Terresa Lozano, Teacher

Diane Johnson, Teacher

Nateasha McVea, Assistant Superintendent of Curriculum, P - 12

*And in partnership with the staff, students, and families of **Roosevelt High 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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensuring a culturally responsive curriculum and instruction that is student-centered, engaging all students in relevant and rigorous learning.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>As a school we want the curriculum and instruction to connect with the daily lives of our students by using culturally relevant examples that can tap into their existing interest, knowledge, and culture. Therefore, we need a standards-based curriculum with pacing guides and assessments to ensure that curriculum and instruction are rigorous and relevant for students. Student engagement is essential. If the instruction does not have any relevance it will result in a lack of engagement.</p> <p>Based on student interviews, students indicate that teachers create lesson plans that include standards and clear objectives, however, because they interest, relevancy, challenge, and engagement.</p> <p>Based on the students' interviews, the Equity Self-Reflection, and referral conferences, students indicate they want the opportunity to drive and shape their learning. Students felt disengaged and found little relevance in the lesson. They wanted the teachers to engage with them about classwork as well as things outside of school. They wanted options with regards to assignments and homework.</p> <p>This commitment will deliver a culturally responsive curriculum and instruction and create maximum student engagement. Students will find relevance in the lessons facilitated and they will become active learners which in turn will help increase the attendance rate, decrease remediation and referrals, which will have an impact on our graduation rate. This commitment will also support social and emotional wellness by strengthening student agency and voice in curriculum and instruction.</p>

Commitment 1



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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementing Student-Centered Instruction	<p>Lessons will be implemented that reflect student-centered instructional practices that are rigorous, culturally relevant, and provide choice for students. Professional development sessions will focus on lesson design and instructional practice through release time scheduled throughout the year. Administrators and cohorts of teachers will meet monthly focusing on (learning targets, engagement protocols, checking for understanding strategies, differentiation, and questioning and discussion techniques).</p> <p>Teachers will use the Explicit Instruction Model to create lessons that are coherent, engaging, and provide independent time for students to demonstrate their learning.</p> <p>During Professional Learning Community (Department Meetings) meetings, teachers, department coordinators, and administrators will monitor strategies</p>	<p>Administration and Dept. Coordinators will meet with teachers during PLCs to discuss progress and review progress monitoring data (common assessments, benchmark assessment, course grades, and student work).</p> <p>Data from Learning walks and observations will be shared at PLC department and faculty meetings.</p> <p>Families and students will be surveyed quarterly to ask about the degree of student versus teacher talk</p>	<p>Funding for release time for teachers to participate in the Foundational Five.</p> <p>Scheduled PLCs and release time.</p> <p>Time for Department Coordinators to meet with Teachers on their teams</p> <p>Purchasing curricular material to support student-centered learning</p> <p>Time and funding- Teachers will be provided after school time with an instructional support</p>

Commitment 1

	<p>used in classroom lessons. Sharing of strategies and student work will be the focus of these meetings. Lead teachers will meet with the administration to set agendas for</p> <p>Administrators will use the learning walk tool to monitor the implementation of the Foundational Five professional learning and provide actionable feedback for teachers.</p> <p>Lesson plans are submitted bi-weekly, using a district-approved lesson plan template, for review by administrators. Feedback will be provided with a focus on the strategies identified in professional learning sessions.</p>	<p>Administrators will share data on lesson plans. The schedule will be shared with teachers around the submission of lesson plans.</p>	
Data-driven decision-making.	<p>Data will be used to make decisions at the school, PLC (department), and classroom level. Working in teams, teachers and administrators will use an inquiry cycle to analyze data, identify strategies to address gaps, and identify next steps to implement in the classroom, reflect on data from implementation and revise accordingly.</p> <p>In a weekly leadership team meeting, school-wide data will be reviewed; this</p>	<p>Create a shared folder using google docs to store agendas, minutes, and data for dissemination to staff and faculty.</p> <p>The data reviewed by the leadership team will be shared at monthly faculty meetings.</p> <p>Building administration will monitor and support grade-</p>	<p>access to data warehouse</p> <p>professional development on using data protocols.</p> <p>baseline assessments and identified interventions.</p>

Commitment 1

	<p>will include, attendance, course grades, mid-term and final assessment, and referral data. We will review data and create action steps to address identified gaps.</p> <p>Department and grade level teams will analyze common assessment and regents' data quarterly to identify and address gaps in curriculum and instruction.</p> <p>Professional development will be provided to the grade level team on the use of a protocol to analyze and respond to data. It will be provided at the beginning of the year with refreshers during mid-year.</p>	level team meetings where data will be addressed.	
Integrating culturally and responsive resources	<p>Integrating a pedagogy and curriculum that empowers students intellectually, socially, emotionally, and politically by using culturally responsive resources (relevant to students' lives and cultures, broadens perspectives, and makes students globally ready) to impart knowledge, skills, and attitudes.</p> <p>School-wide norms will be set by the faculty and students that will identify the expectations for all, thereby ensuring a welcoming and affirming environments for all.</p> <p>This will be created by a small committee with feedback from staff and students.</p>	<p>Department Coordinators will gather examples of culturally relevant lessons and materials used by teachers. These examples will be shared at the Monthly Leadership meeting.</p> <p>Students are being surveyed quarterly and interviewed through focus groups on the relevance of instruction.</p>	<p>Purchasing of new books and curricular materials that are culturally relevant for classrooms and Library to supplement existing curriculum.</p> <p>Time, resources, materials After School programs for staff and students for extra help (intervention and Enrichment)</p>

Commitment 1

	<p>Starting in September, all departments will begin to highlight materials that represent and affirm student identities and begin to incorporate these materials into lessons.</p> <p>Teachers will also utilize resources written and developed by racially, culturally, and linguistically diverse perspectives.</p> <p>A task force will be created of teacher volunteers to explore ideas and provide information to the faculty regarding culturally responsive resources to support the facilitation of the lessons.</p> <p>Professional development will be provided for all content areas on integrating cultural relevance.</p> <p>Department Coordinators will meet with teachers regularly during PLC meetings to help integrate cultural relevance into their lesson plans and delivery.</p>	<p>Families/parents will be surveyed quarterly to ask about the degree to which their culture is reflected in the classroom content.</p>	<p>Also, parents and students for survey and family activities.</p> <p>Content area coordinators will be hired to support curriculum and instruction creation and implementation.</p>
<p>The Principal/Admin team will monitor, support, and hold the teacher accountable for instructional change.</p>	<p>During walkthroughs, building administration will utilize the Learning Walk tool to monitor, support, and hold teachers accountable for change in the following areas: assessing student engagement, instructional relevance,</p>	<p>The district will create a learning walk tool. The building administrators will create a schedule.</p>	<p>Time - making sure the admin team has time protected and is not diverted toward other responsibilities.</p>

Commitment 1

	<p>student-centered instruction, and the use of technology to increase student engagement</p> <p>Feedback will be provided to assist with increasing student-centered instruction and increasing instructional relevance, the use of technology.</p> <p>Professional development will be provided to administrators to create a common understanding of the look-for identified in the learning walk tool.</p> <p>The Learning walk tool will be shared with faculty to create a common understanding of the Look-fors identified in the learning walk tool.</p>	<p>Walkthroughs will occur individually and collectively with the admin team to ensure inter-rater reliability. The Admin team will meet weekly to discuss data from the Walkthroughs.</p> <p>Administrators will participate with teachers in professional development to ensure a common understanding of the learning walk look-fors.</p> <p>Teachers will be surveyed quarterly to ascertain information on the effectiveness of the feedback.</p>	
<p>Increase integration of technology in instruction.</p>	<p>Infusion of technology in daily lessons to prepare students for the skills needed for their futures; planning, communicating, engaging students in research, and allowing students a window to a broader world.</p> <p>Professional development will be provided to educators for all content areas on integrating instructional technology in classroom lessons.</p>	<p>Students are being surveyed quarterly and interviewed through focus groups on the use of technology to keep them engaged</p> <p>Teachers will be surveyed quarterly to ask about their use of technology to keep students engaged</p>	<p>Schedule Space, Money/Resources, staff</p> <p>Need professional development opportunities.</p>

Commitment 1

	Provide isolated refresher sessions on Google Classroom and continue to go in-depth with Nearpod, Jamboard, and Peardeck, etc. In-house experts will be used to support this professional learning.	Utilize the Learning Walk tool in conjunction with formal and informal observations to assess the use of technology. Results will be shared in faculty meetings.	

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers explain things in different ways so that all students learn. Teachers provide time for students to discuss topics and learn from each other. My teachers use technology in most lessons. Administrators are visible and visit my classroom regularly. My teacher asks questions that make me think	75%
Staff Survey	Our school uses key measurements, such as common assessments to monitor student progress Teachers consistently differentiate activities and materials to meet student needs Teachers construct classroom activities to ensure high student engagement We actively engage families in conversations around students' needs/progress	70%
Family Survey	Our school leaders set high expectations for staff and students Our school curriculum uses technology to support learning I receive specific test/assessments information about my child(ren) progress My child(ren) is challenged by his/her teacher	75%

Commitment 1

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.

Quarterly grades 10% increase in students passing all four core classes.

Regents Passing 10% increase in students passing in Algebra I and English Language Arts.

Attendance Rates 5% increase in student attendance (baseline 2019-2020 is 80%).

Referral Rate 10% decrease in referrals.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensuring that every child will have intentional opportunities to practice and build social, emotional, and cognitive skills that foster strong and productive relationships.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe that student connection and wellbeing are an integral part of creating an inclusive environment. We believe all teachers should foster close relationships with students and families to gather insights into students' cultures, goals, and learning preferences. We also believe that a culturally responsive environment encourages students to embrace their learning and build social, emotional, and cognitive skills.</p> <p>Students expressed in interviews and student surveys from the Equity and Self Reflection, they wanted teachers to conduct wellness checks, instead of just calling for poor performance and behavior and to survey them about activities outside of school to foster and build positive, healthy relationships with them</p> <p>Based on the Equity Self-Reflection survey, parents and teachers found that we are currently at an integrating of fostering close relationships with students that affirm and celebrate students' cultural identity.</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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Social-Emotional Learning and Wellness	<p>During grade-level meetings, teachers and administrators will identify students who need support; guidance counselors and social workers will follow up. Action steps will be shared with the grade-level teams.</p> <p>Counselors will schedule small group meetings with students to support student's social and emotional wellbeing.</p> <p>Data is collected from students in the Bridge Program using the following assessments: ACES, Career Cluster, WRAT 4 (academic assessment for special education students). This data will be shared with the 9th grade-level team to support students as they begin their ninth-grade year. Data will be presented to the ninth-grade team in September by the administrator responsible for the ninth-grade students.</p>	<p>Students will participate in focus groups, interviews, informal gatherings, and surveys on the effectiveness of these SEL sessions</p> <p>Monitoring data around student-student conflict as the school year progresses. This data will be reviewed at the monthly SCEP leadership meeting.</p> <p>Monitoring data on the number of incidents within the school building. This data will be reviewed at the monthly SCEP leadership meeting.</p>	<p>Time, resources, Money</p> <p>Guidance, Social worker, Psychologist will work with building admin and staff to plan and set up sessions for staff on Equity and Social-emotional wellness.</p> <p>Materials for surveys, books, web-based services, and platforms to support SEL and Equity.</p>

Commitment 2

	<p>A group of students will be provided with professional learning around conflict resolution and peer mediation. These students work with other students to resolve conflict within the school.</p> <p>Opportunities to celebrate and recognize students include Honor Roll Breakfast, Smart Scholars, Grade-level assemblies to encourage students academically.</p> <p>Guidance counselors need to communicate with students and parents the number of credits needed for each grade level, the number of credits they currently have, and the requirements for graduation.</p>	<p>Guidance counselors compile a list of students (red, yellow, green) who are on track for grade-level attainment of credits. Share pass-fail rates each quarter and identify a plan to support students to stay on track for graduations. (Every student should be able to tell us how many they have, how many they need for graduation, and the Regents exams they need to pass.</p>	<p>EAC network (Empower, Assist, Care) will be contracted to provide training.</p>
Building relationships with Students and Families	Continue offering and strengthening the following programs to build strong relationships along with students, teachers, and families:	Families/parents will be surveyed quarterly to ask about the degree to which they believe the school and	Schedule Space, Money/Resources, staff

Commitment 2

	<p>Parent Symposium- workshops for parents including expectations for students.</p> <p>Parent-Teacher Conferences and Open House where information is shared around academic expectations and requirements.</p> <p>Virtual Town Hall meeting will be held with parents to inform them of critical issues regarding the attendance, academic, and social-emotional needs of students</p> <p>Teachers are required to make multiple calls to parents. Maintain a detailed call log.</p> <p>A variety of fairs and parent nights promote strong relationships among teachers, students, and parents.</p>	<p>family relationships have improved.</p> <p>Students will participate in focus groups, interviews, informal gatherings, and surveys on relationships with family and school.</p> <p>Agenda and minutes will be shared with the leadership team, including feedback from parents.</p>	<p>afterschool activities for families, students, and staff.</p> <p>Learning and relationship-building activities. Sessions developed and facilitated by staff and/or outside vendors.</p> <p>character education and culturally responsive professional development workshops and reading material</p>
Re-institute a ninth-grade academy and explore the academy model for 10-12	<p>Explore and research best practices in building a ninth-grade academy to support student's social-emotional health, sense of belongingness, and academic achievement. Research supports a laser-like focus on ninth grade</p>	<p>Progress will be monitored at monthly SCEP Leadership Team meetings.</p> <p>An action plan will be created to plan and implement the ninth-grade</p>	<p>Time and opportunity for a small team to research and plan the creation of the academy.</p>

Commitment 2

	<p>as a gateway year for successful graduation.</p> <p>Revisit the past ninth-grade academy structure at Roosevelt High School. Visit and research other schools currently using a ninth-grade academy. The SCEP leadership team will propose a structure for a ninth-grade academy for the 2022 school year.</p>	<p>academy during SCEP Leadership meetings.</p>	<p>Resources, professional development for the ninth-grade team.</p> <p>Scheduling</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	We have a positive classroom environment that supports learning My teacher motivates me to work hard and improve My teachers believe I can succeed My teachers are supportive and encouraging	70%
Staff Survey	We have an effective system for developing and building student social-emotional health As a school, we talk about and reinforce the role of productive teacher/student/family relationships We contact families on a routine basis not just in times of concern Our school is student-centered	70%
Family Survey	Our student service team (counselors, social workers, guidance, etc) provide student support Our school provide a safe environment for staff and students Our school leaders are positive and supportive of families Our school has programs for families so we can help our children at home	75%

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

Quarterly grades 10% increase in students passing all four core classes.

Regents Passing 10% increase in students passing in Algebra I and English Language Arts.

Attendance Rates 5% increase in student attendance (baseline 2019-2020 is 80%).

Referral Rate 10% decrease in referrals.

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	Instructional Coaches, Professional Learning Committees
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:

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Evidence-Based Intervention

include a description of the research methodology	
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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
Carleen Henry	Acting Principal
Rochelle Brown	Assistant Principal
Cassandra Jackson	Assistant Principal
James Thomas	Assistant Principal
Noelle Rios	Assistant Principal
Jasmin Howard-Bassett	Teacher
Noel Rios	Attendance/Truancy Administrator
Irene Renner	Teacher
Alex Bryer	Teacher
Andres Berrueccos	Teacher
Nevys Duran	Teacher
Misty Ortiz	Parent
Despina Forakis	Teacher
Terresa Lozano	Teacher
Diane Johnson	Interim Director of Guidance
Susan McMillian	Parent

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		
5/26/2021			X	X		
6/2/2021			X			
6/5/2021						
6/7/2021		X				
6/10/2021	X					
6/14/2021			X			
6/17/2021			X			
7/15/2021					X	

Our Team's Process

7/16/2021						X
7/20/2021					X	
7/22/2021					X	
7/23/2021					X	
7/29/2021				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 student interview process began when the committee chose questions from the framework of “How Learning Happens.” The team reviewed the protocol for administering the survey. A diverse group of students was chosen to participate in the survey. The committee compiled, analyzed, and evaluated the information. After the data was disaggregated, the committee discussed the findings and utilized “How learning Happens” to identify the priorities through the student's lens. The commitments are a direct reflection of our students' voices from the survey.

Equity Self-Reflection

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

The Equity self-reflection utilized, allowed the committee to self-reflect on where we are as a school from the lens of the committee members. The team reviewed and discussed the Culturally Responsive Sustaining Framework, and the components of the Equity Self-Reflection before completing the survey. After completing the Equity Self-Reflection, the data was compiled, analyzed, and evaluated. The team met to discuss the disaggregated data. Upon review, the committee concluded that the data supported the rationale that was needed to identify our priorities and determine our commitments.

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.