



School Comprehensive Education Plan 2022-23

| District | School Name | Grades Served |
|---------------|--------------------|---------------|
| North Collins | North Collins JSHS | 7-12 |

Collaboratively Developed By:

The North Collins SCEP Development Team:

Ian Calder, Elizabeth Davidson (E2CCB), Erin Boulanger, Brett Librock, Brandon Wojcik, Joseph Bromley, Jennifer Schmitt, Jill Niefergold, Kristina Miller, Amy Ward, Art Gasiewicz

And in partnership with the staff, students, and families of North Collins JSHS.

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 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 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

| | |
|--|---|
| <p>What is one commitment we will promote for 2022-23?</p> | <p>We intentionally commit to the development of every child by providing opportunities to develop socially, emotionally and cognitively through practical learning experiences that engage learners.</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>It is the vision of the North Collins Central School District to work together as one school and community to help students achieve their maximum potential and become lifelong learners and community members. Through open communication, in a safe school environment, faculty, staff, students, parents, and other community members can work as one to build long-lasting relationships built on trust with a commitment to citizenship and service. This commitment aligns with our goal of developing students to achieve their maximum social, emotional and cognitive potential to create lifelong learners.</p> <p>The need for this commitment emerged from the student interview responses indicating the desire for school to function similarly to pre-pandemic settings. Students specifically requested strategies that were used to foster student growth and more engagement.</p> <p>Students also voiced they feel behind in emotional development due to the pandemic and suffer greater in regards to stress and social pressures. Many students also feel stronger emotional connections developed in school will motivate them as learners and help them to cope with greater amounts of stress as well as form meaningful relationships.</p> <p>Through the equity self-reflections the following areas are the areas the committee believes we can turn into strengths : incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.</p> |
| | |

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>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.)</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Prioritizing peer-mentoring relationships for at-risk students</p> | <p>Continue to implement a peer-mentoring program in which mentors and mentees will connect 2-3 times per month. These relationships will support our students struggling with SEL, academics, and behavior.</p> <p>Provide training to student mentors and keep meeting agendas notating strategies to establish norms of success.</p> <p>Students will be identified as in need of mentorship if scoring in the 0-1 range in any of the SEL Panorama survey categories.</p> <p>Advisor schedules bi-monthly progress checkpoints with mentors to analyze mentee progress and consider modifications.</p> | <p>By January 2023, 80% of students referred to the program by counselors and teachers will be assigned a student mentor.</p> <p>By January 2023, Peer mentor advisor will report that the mentors are making progress with the mentees.</p> <p>The May 2023 Panorama data for students in the peer mentoring group will indicate a 1 point increase in all of the SEL components: Growth mindset, Grit, Self-Management and emotional regulation.</p> | <p>Training for teacher advisor(s) and student mentors by the mentoring program lead teacher.</p> <p>Space for mentors to meet with mentees during and outside of school day</p> <p>Stipend for advisor to facilitate</p> |

Commitment 1

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| <p>Prioritizing social skill development, character development, and social/emotional needs of at risk students</p> | <p>Implement an “After School Friendship Program” that will run 2-3 times a week from 3:00PM-4:00PM. The group will support the needs of students identified as struggling socially & emotionally. These students may be identified by teachers, counselors, and/or administrators. Students also may express interest in joining themselves. There will be a Google form for staff to recommend students.</p> <p>The advisor will keep meeting agendas noting strategies to establish norms of success.</p> <p>Communication to students about the program will be provided by flyers and announcements.</p> <p>The group will provide a safe/supportive/nurturing space that can help students learn and develop social/ emotional skills. Students will be encouraged to participate in social skills activities to help learn positive communication skills, connect with peers & develop friendships, practice important character skills such as empathy, cooperation, kindness, respect, cooperation, team</p> | <p>By January 2023, participating students will have a 0.50 increase in the sub-categories from the Panorama survey in the following areas: Growth mindset, Grit, Self-Management and emotional regulation. .</p> <p>By June2023, participating students will have a 1.0 increase in the sub-categories from the Panorama survey in the following areas: Growth mindset, Grit, Self-Management and emotional regulation.</p> | <p>Space for group activities (gym, library, outdoor space)</p> <p>PANORAMA SURVEY RESULTS</p> <p><u>PANORAMA PLAYBOOK</u></p> <ul style="list-style-type: none"> ● lessons will be used from playbook based on the need of the group <p>Stipend for advisor to facilitate</p> |
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Commitment 1

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| | building, problem solving, health & wellness. | | |
| Each course will offer project based learning (PBL) opportunities during the 22-23 school year. | This strategy entails students having opportunities to develop cognitively with a hands-on approach using PBL. Staff will develop their curriculums to create at least 1 project using PBL skills gained in PD. Learning targets and formative assessments will be essential components in measuring student success on the projects. Both the learning targets and formative assessments will be included on project directions. | -By February of 2023 favorable responses on the student panorama survey will increase by 1 percentage point on the question: "How interesting do you find the things you learn in your classes." | PBL training for staff and curriculum development time during staff development days throughout the school year. Utilizing online training platforms accessible to staff members throughout the school year. https://www.pblworks.org/services/thank-you |
| | | | |

End-of-the-Year Desired Outcomes

Schools 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> |
|-----------------------|------------------------------------|---|
| Student Survey | | |

Commitment 1

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| Staff Survey | | |
| Family Survey | | |

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

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
| The May 2023 Panorama data for students in the peer mentoring group and after school program will indicate a 1 point increase in all of the SEL components: Growth mindset, Grit, Self- Management and emotional regulation. |
| The overall academic average of students in the peer mentoring group will have increased by 5% by June 2023. |
| The May 2023 favorable responses will increase by 5% total for positive based responses on the question: “How interesting do you find the things you learn in your classes.” |
| By February of 2023 favorable responses on the student panorama survey will increase by 1 percentage point on the question: “How interesting do you find the things you learn in your classes.” |

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>We commit to strengthening our school environment to enhance students' sense of belonging, school community and strength of 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>Through our student interview process as well as our Panorama Survey results we have heard from our students that there is an opportunity to grow in this area. Students would specifically like to have a more respectful atmosphere amongst themselves and feel like they belong.</p> <p>As a committee we feel it is important that every child feels safe, respected, supported and a true sense of belonging.</p> <p>It is the vision of the North Collins Central School District to work together as one school and community to help students achieve their maximum potential and become lifelong learners and community members. Through open communication, in a safe school environment, faculty, staff, students, parents, and other community members can work as one to build long-lasting relationships built on trust with a commitment to citizenship and service.</p> <p>The equity self-reflection showed opportunities for growth in fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.</p> <p>Through the equity self-reflections we learned the need to establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator. Diversity, equality and inclusion are important areas of the educational experience for all learners.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| <p>What strategies will we pursue as part of this commitment?</p> | <p>What does this strategy entail?</p> | <p>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.)</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Increase culturally relevant resources and provide equity training for staff and students.</p> | <p>Providing staff with equity training to better understand and relate to all students within the district.</p> <p>Increase access to current culturally relevant resources for staff and students.</p> <p>Training for staff on how to incorporate culturally relevant materials into their curriculum and provide lesson sharing platforms.</p> <p>Bring in an outside agency to provide separate equity training for middle and high school students.</p> | <p>Staff attendance at equity training.</p> <p>List of resources purchased and materials requested by staff for use in their curriculum.</p> <p>Student attendance at school-wide assemblies on equity training.</p> <p>There will be a 1% increase in favorable responses on the Panorama survey for students 7-12 in the sense of belonging section; question: "how well do people at your school understand you as a person?".</p> | <p>Hire outside trainers to provide equity training to staff and students.</p> <p>Purchase additional culturally relevant resources in both written and digital format.</p> <p>Budget to purchase culturally relevant materials for their classroom.</p> |
| <p>Start a Parent Teacher Student</p> | <p>Canvas parents, teachers and students to</p> | <p>At least one parent, teacher and student per grade level</p> | <p>Space and time to meet.</p> |

Commitment 2

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| <p>Organization (PTSO) to further share culture, community and partnership within the school community</p> | <p>join the new PTSO by advertising it on the school website and social media.</p> <p>Host meetings on a bi-monthly basis.</p> | <p>(7-12) will become active members of the PTSO.</p> | <p>Staff members stipend to chair/plan the PTSO.</p> <p>Stipend funding for staff serving on this team.</p> <p>Assist with family focused events.</p> |
| <p>Create family focused events throughout the school year</p> | <p>The following family focused events are potentially organized supporting opportunities:</p> <p>7th Grade Orientation Community Family Fun Run Bike to school event Sporting Events Club Events Daddy Daughter Dance Mom and my guy movie night</p> | <p>50 % of Families with students in grades 7 -12 will participate in at least 1 school sponsored event.</p> | <p>Scheduling of events</p> <p>TOSA staff member to organize and facilitate and track attendance for events.</p> <p>System to track family attendance and participation in school events.</p> |

Commitment 2

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| <p>Staff-Student relationships building practices- “Time to Talk” initiative.</p> | <p>Heard through the student interview process several times was that our students learn best when they have meaningful relationships with staff members. That teachers are there for more than just providing educational support. Students enjoy the quick personal check-ins, relating to students about their life experiences as both students or when they were teenagers.</p> <p>As a building we will spend 10 minutes checking in with students during a student selected homeroom every Monday with suggested talking topics set forth by the TOSA of Curriculum and Instruction.</p> <p>These will be conversations based on current events, student opinions, school events, etc.</p> <p>Check ins on how students are doing and in general time to have open communication.</p> <p>As a school we will meet monthly to celebrate successes and rewards. This can include student of the months, sports celebrations, club or school event announcements, etc.</p> | <p>By February of 2023 favorable responses on the student panorama survey will increase by 1 percentage point on the following questions: “ If you walked into class upset, how many of your teachers would be concerned?” and “When your teachers ask how you are doing, how many of them are really interested in your answers”.</p> | <p>Creation of scheduling with a new homeroom time slot.</p> <p>Set student homerooms for the year within powerschool.</p> <p>Teacher- TOSA communication system to inform weekly talking points.</p> |
| <p>LGBTQ+ organization for students to meet.</p> | <p>Continue the LGBTQ+ organization with members regularly attending meetings.</p> | <p>As evidenced by the Panorama survey for</p> | <p>Club Stipend for advisors.</p> |

Commitment 2

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| | <p>The organization will develop a mission statement for the group.</p> <p>Educational outreach opportunities should be developed to share information for those looking to learn more.</p> <p>This club should meet at least 5 times throughout the school year.</p> | <p>students 3-12 in the sense of belonging section: “how well do people at your school understand you as a person” increased by 1 % in favorable responses.</p> | <p>Budget for materials for informational flyers, posters, etc.</p> |
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End-of-the-Year Desired Outcomes

Schools 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> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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.

Commitment 2

By June of 2023:

- The LGBTQ + will have had at least 5 meetings.
- As evidenced by the Panorama survey for students 7-12 in the sense of belonging section: “how well do people at your school understand you as a person” increased by 1 % in favorable responses.
- The following question on the panorama survey will increase by at least 4 percentage points: “How fairly do students at your school treat people from different races, ethnicities, or cultures?”
- Culturally diverse resources will be apparent in classrooms and the library as evidenced by a committee walk-through.
- Creation of PTSA with at least 3 meetings held.
- 50 % of Families with students in grades 7 -12 will participate in at least 1 school sponsored event.
- Favorable responses on the student panorama survey will increase by 1 percentage point in both of the following questions: “ If you walked into class upset, how many of your teachers would be concerned” . “When your teachers ask how you are doing, how many of them are really interested in your answers” .

COMMITMENT 3

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

Our Commitment

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| What is one commitment we will promote for 2022-23? | |
| Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i> | |

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? |
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End-of-the-Year Desired Outcomes

Schools 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> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
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COMMITMENT 4

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

Our Commitment

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| What is one commitment we will promote for 2022-23? | |
| Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i> | |

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? |
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End-of-the-Year Desired Outcomes

Schools 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> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
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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:

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| 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:

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| 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.

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| Evidence-Based Intervention Strategy Identified | Project Based Learning |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | We intentionally commit to the development of every child by providing opportunities to develop socially, emotionally and cognitively through practical learning experiences that engage learners. Project based learning (PBL) offers students the |

Evidence-Based Intervention

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| | opportunity to engage in meaningful, relevant experiences through practical applications. |
| Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology) | PBL Evidence Brief |

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 |
|--------------------|-----------------------------|
| Ian Calder | Teacher |
| Brandon Wojcik | Principal |
| Erin Boulanger | Teacher |
| Brett Librock | Teacher |
| Joseph Bromley | Teacher |
| Jennifer Schmitt | Teacher |
| Jill Niefergold | Parent |
| Kristina Miller | Parent |
| Amy Ward | Guidance Counselor |
| Art Gasiewicz | Teacher |
| Elizabeth Davidson | E2CCB Instructional support |
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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 |
|------------------------|-----------------------|--|---|---|------------------|--|
| <i>Example: 4/6/21</i> | | | x | x | | |
| 5/5/22 | x | | | x | | |
| 5/9/22 to 5/16/22 | x | | | | | |
| 5/26/22 | | x | x | x | | |
| 6/9/22 | | | 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 student interviews focused on student experiences including things we could do to make students feel better about being at school, identifying what is important for teachers to know what is like to be a student here, what student worries are for next year, questions students would want to ask teachers, what students want adults to know about them and what they have learned about themselves this past year. The answers to these questions provided the directions to create strategies addressing our students biggest needs.

Equity Self-Reflection

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

Our Equity Self-Reflection showed that we have opportunities for growth within the Ongoing Professional Learning and Support Principle. We plan to provide professional development for all staff and students during the 2022-23 school year. We also found that we are continuing towards strengths in the area of Inclusive Curriculum and Environment. We plan to purchase additional culturally relevant resources (digital and print) for our library and classrooms as well as hire professional researched based presenters to speak with both staff and students.

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 make adjustments 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.