New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Hadley-Luzerne	Hadley-Luzerne Junior Senior High School	7-12

Collaboratively Developed By:
The Hadley-Luzerne Junior Senior High School SCEP Development Team **(SCEP Team Members: consider including a list of team members' names here)** Sara Kenna, Siera Persons, Mary Alice Barnarby, Megan Moulton, Nicole McFarlane, Dan Hamm. Rob Mark, Burgess Ovitt, Nancy Andress, Sue Stoya, Kathleen Jones, Andrea Palmer, Jennifer Sheerer, Stephanie Gosh, Allison Van Guilder, Julia Bradley, Emily Szelest, Kathleen McGuire, Matthew Hanlon, Merry Hanlon, Carrie Wilson *And in partnership with the staff, students, and families of Hadley-Luzerne 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 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 cultivating a welcoming, trusting and supportive environment for all students and staff, by modeling and fostering affirmation, trust, respect, strong communication and meaningful learning and extracurricular experiences.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* - *How does this commitment fit into the school's vision?* - *Why did this emerge as something to commit to?* - *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* - *What makes this the right commitment to pursue?* - *How does this fit into other commitments and the school's long-term plans?*	• *Our mission is to foster a positive, safe, and healthy environment that will enable every student to achieve their highest potential. The district will partner with parents and the community to empower students, celebrate their successes, and support them along their educational journey.* • *Students identified this commitment as a need in their student interviews by stating that at times they felt disconnected and lacked opportunities to have a voice at their school.* • *The student interviews revealed that we are struggling with prioritizing our students' social emotional health.* • *The Equity Self-Reflection Survey revealed that we are emerging in all self-reflection categories. Student interviews revealed that some students do not feel safe and supported.*

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?
Girls Circle/ Boys Council ● **Build Self Esteem** ● **Mental Health Awareness**	The school will continue to offer and enhance an already established program that develops self esteem and enhances relationship skills for 7th and 8th grade girls and boys. We will identify 7th and 8th grade girls and boys who will be a good fit for this program and engage their interest.	● Questionnaires at the beginning and end of the program. ● Teachers' observations ● Student focus group feedback	● School room ● Identify time and day. (Calendar) ● Permission from parents and students.
Student Staff SEL Team ● **Provide students with mental health support**	Students and staff will collaborate to discuss, identify and implement research-based SEL strategies for mental health support in the school environment. Begin with monthly meetings to check in on students and gauge their level of interest.	● Changes in procedures ● Monitoring student engagement in SEL activities ● Student interview/focus group and survey feedback	● Schedule ● Location ● Student involvement and feedback ● SEL-related training
Parsons Program for School Counseling	The school will increase partnership with Northern Rivers/Parsons Counseling Program based in Albany NY. This will offer full- time school counseling services	● Increase in attendance.	● Funds for Parsons program

● **outside agency partnership for SEL Supports**	for students on-site in both school buildings.	● Student engagement in counseling program ● Improving coping skills to stay in class.	● Space-Mental Health Suite.
Elementary Student Leadership ● **Establish basic leadership skills in students**	Develop upper elementary student government to teach leadership skills and responsibilities for grades 5 and 6.	● Teacher/administrator planning on student leadership ● Selection of diverse student members ● Agendas for meetings ● Student projects, outreach ● Student interviews	● Awards ● Certificates ● Funds for snacks ● Staff stipend
Anti-Bias Staff Training	To educate the support staff and teachers on identity, personal identity, language and pronoun usage, bias and how we address bias, and microaggressions.	● Reduce referrals ● Compare to previous focus group survey ● Post training student and staff survey ● Pre training informative email	● Half day $2,000 per group (25-30 people) ● Training at various locations within the schools

Explore possible technology to deter bathroom misuse.	Looking into devices to help with the noise and vaping that students indicated hindered the access of the bathrooms.	● Survey students to see if the problems decrease. ● Data from the device and administration. ● Teachers and hall monitor input on students' bathroom traffic	● Hall monitor ● Vaping technology
Anti-Bias Student Peer Training	Selecting a group of students to train peers on identity, personal identity, language and pronoun usage, bias and how we address bias, and microaggressions.	● Student leadership ● Improving student's exposure to diverse perspectives, empathy and acceptance	● 3 day program, 2 days. (20-25 students) Grades 8-11 ● Funds ● 2 initial days of training and later a 3rd day to ensure implementation

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 *(e.g. % agree or strongly agree)*
Student Survey	I feel confident about myself. I have positive relationships with my peers. I have positive relationships with my teachers. I feel coming to school is a positive experience. I am able to express my feelings when I'm upset. I have someone I can turn to when I'm upset in the school building. I know what it takes to be a leader. I feel I have a voice in the decision making process. I feel I have access to help for mental health needs.	At least 70% Agree or Strongly Agree
Staff Survey	I make myself approachable or available for students. I have been provided the tools necessary to address my students' basic social- emotional needs. I feel the students are more communicative and willing to open up about their social-emotional needs.	At least 80% Agree or Strongly Agree
Family Survey	My child was provided with the tools necessary to communicate their social emotional needs. I value my child's education. I'm confident the school will contact me in the event my child has expressed social emotional needs. I know who to contact if my child is expressing a social emotional need.	At least 65% 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.
Feedback from student focus groups for students and parents will be gathered twice next year. Suspension and referral rates will be 10% less Attendance rates will increase by 20% Tardiness will decrease by 10% Maintain full Parsons caseload

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	**Curriculum and Instruction** We commit to providing our students with rigorous, engaging and relevant instruction and curriculum, aligned to the NYS Standards, to enable our students to grow as independent learners who are prepared for careers and college. (ELA and Math)
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We are committed to fostering and implementing a rigorous and more engaging curriculum. Prior to COVID 19, the junior high school was targeted as a result of low proficiency on the seventh and eighth grade NYS ELA and math assessments. We will continue to implement the new research based strategies and curriculum in ELA and math. We were also identified for chronic absenteeism. We returned to in-person instruction for this 2021-2022 school year, and still had issues with chronic absenteeism and student tardiness. The school will continue to focus on attendance, outreach to parents, home visits and strategic tracking of student attendance as monitored through the school attendance committee. We seek to prioritize restoring and developing connections both within and between our school, as well as within our community in order to strengthen our students' educational experience.

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?
Identify gaps and adjust curriculum as needed based on differentiated lessons.	Teachers K-8 will use STAR (or other comparable tool) to assess students to see where the gaps in learning are for their incoming students. Targeted instruction will be made available to students through a credit recovery approach as well as supplemental intervention tools.	Students will be successful in the current curriculum. Data from STAR benchmarks. Successful course completion.	-STAR training and discussion regarding the current assessment tool. -Curriculum and intervention (AIS, Classroom, and Special Education) training and planning time as well as intervention tools. -Credit recovery tools
After school support	Students can utilize staying for 10th period on Monday-Thursday to receive additional help in all subjects. Teachers will recommend students for this. Additional ELA and Math tutoring will be made available outside of the school day. Expand student access to digital learning tools within and outside of the school day.	Teachers monitor students receiving the assistance to determine if grades/understanding of content improves.	-Tutoring funds. -Digital learning tools.

Peer Tutoring- Math	The High School Math Honor Society will facilitate a program that would match struggling 7th and 8th grade students with high school students. This could happen within the school day or after school.	Teachers monitor students receiving the tutoring to determine if grades/understanding of content improves. Data from benchmarks in math.	Stipend for advisor and community service hours for students who act as tutors. Use of school space within the physical school.
Peer Tutoring- General	High school students will be matched with 7th & 8th graders struggling in all subject areas. Students complete a tutoring request form to be in the program.	Teachers monitor students receiving the tutoring to determine if grades/understanding of content improves.	Community service hours for students who act as tutors. Use of school space within the physical school.
Align curriculum with Next Generation Standards	K-6 will continue to implement the Scholastic Literacy Program, which is aligned with NYS Standards. 7-8 ELA teachers will continue to implement the new curriculum which is aligned to NYS Standards. All 7-12 teachers will continue to work on aligning curriculum to NYS Standards.	Content area teachers will meet to ensure the curriculum is aligned with Next Generation Standards.	-Common planning/ meeting time for core and supportive classroom teachers. -PD support. -Visitations to schools with successful implementation of new programs and approaches.
Differentiate for various modes of learning within classrooms	Conduct a learning style survey to drive instruction in classrooms. Continue Book Clubs in ELA 7 and ELA 8 with highly engaging novel texts. Through surveys and interviews, students have indicated they would like more engaging lessons. ELA Teachers would like	Student survey to measure engagement in classrooms. Teacher feedback	Common planning time for core and supportive classroom teachers. Professional development for staff Purchase smart boards for classrooms

	to increase the use of interactive technology.		

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 (e.g. % agree or strongly agree)
Student Survey	I feel that I am engaged in my math classroom. I feel that I am engaged in my science classroom. I feel that I am engaged in my social studies classroom. I feel that I am engaged in my science classroom. I feel that I am engaged in my specials classes in art, tech, FACS, band, chorus, music, PE, and health. I feel engaged in my AIS ELA classroom. I feel engaged in my AIS Math classroom. I feel that I am successful in school. I feel that I am able to get help when needed. I value my education. I feel that my personal interests are reflected in the classroom.	60% strongly agree
Staff Survey	I provided my students with a variety of learning modalities. I aligned my lessons with NYS Next Generation standards. Students initiated extra help throughout the day.	60% strongly agree
Family Survey	My student was given the opportunity for additional help. We value our child's education. I ensure that my child attends school every day. I check the parent portal to monitor my child's progress.	60% strongly agree. increase in percent of parents using parent portal

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 creating strong partnerships with families based on support, trust, communication and respect to ensure our student' social-emotional and academic growth and development.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Our mission is to foster a positive, safe, and healthy environment that will enable every student to achieve their highest potential. The district will partner with parents and the community to empower students, celebrate their successes, encourage learning opportunities and support with academic development and social-emotional growth. The Equity Self-relationship survey revealed that we are emerging in fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. Student interviews revealed a belief that some teachers were not considerate of students' individual challenges and beliefs. They would like all teachers to be accepting of all students. Our most recent parent survey (spring 2022) showed that 82% parents agreed with the statement, "My child's teachers make themselves available to me." Additionally, 70% of parents agreed that, "This school communicates school policies and procedures clearly to parents and guardians."

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?
Increase the use of the Parent Portal & Student Portal -Increase parental usage	Parent training in the beginning of the year to learn how to access and use Parent Portal/Google Classroom. Record the presentation so parents can access student grades. Have IT attend Report Card Night and parent teacher conferences, hlcs.me accounts and updated parent email.	Parent engagement in student grades, schedule, assignments, attendance, and discipline.	Training on Parent Portal and other communication resources for families Training for staff on ways parents access Portal information Send the Parent Portal home with schedules.
School Counselor Quarterly Newsletters that will include information on programs to support students and families. SMORE	Quarterly newsletter on SMORE that will provide new information on a rotating basis, including: Attendance Updates, No Place for Hate, PBIS, Working Papers, SEL, Upcoming Events, Care Program, Parsons, Extended School Day, Afterschool Tutoring, Meet and Greets, upcoming State Testing, college entrance exams,	Increased attendance; Participation in events; Student and parent survey; Data on student and family participation in support programs	SMORE Website-shared via email to staff, students, and parents.

	admission updates, scholarship deadlines.		
Monthly Newsletters from guidance that will include information on programs to support students and families.	A monthly newsletter will provide new information on a rotating basis, including: Attendance Updates, No Place for Hate, PBIS, working papers, sports updates, teacher/ classroom updates, SEL, Upcoming Events, Booster Club- (HL attire), PTSA , Care Program, Parsons, Extended School Day, Afterschool Tutoring, Meet and Greets .	Increased attendance; Participation in events; Student and parent survey; Data on student and family participation in support programs	At the end of every month a letter will be published on Google Doc and shared via email and the website.
Community Outreach: develop a process to identify student and family needs and match with resources to support them.	Continued support for process and procedures to support students and families with needs, including: Back to School Bonanza, PTSA, BackPack Program, Bill Osborn Fund, Choose Love, Math Fun Nights, ELA Fun Night, Parsons, Report Card Night, Hygiene Bags, No Place for Hate, Meet the Teacher, 6-7 Parent Night, Awards Ceremony, National Honor Society/ Jr. National Honor Society (Math, Foreign Languages), Parent University, CPS, SPOA, PINS, Berkshire Farms, Four Winds, Developmental Pediatricians, Northern Rivers, Warren County & Saratoga County, Sport- Coaches Meeting, Interest Sign up Sheets for the next school year, Hudson Headwaters, Parent representation at SCEP planning meetings	Process outlined in writing; Point person identified for each fund/support type. Data on student and family participation in support programs Student Focus Groups twice a year to include student voice	Google, scheduling, Point people identified for various programs and resources
Parent and Family Meet and Greets/ Parent Academy to	Schedule events prior to or at the beginning of the school year and at different points during the school year for	Collect data on attendance at school events	Scheduling

increase student and family comfort level with school staff	students and families to come to school for social events. Parents will interact with staff, other students and develop comfort-level with the school and staff. Sport and Club Meeting with parents/guardians. Parent Academy : School Tool/ Google Classroom/ Screen Time/ Vaping Drugs/ Cyberbullying, Creating an environment for success, School Procedures for cellphone, passes, and other electronic devices	Parent and student surveys Principal participation Informal Survey	Funding for food and materials for events

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 (e.g. % agree or strongly agree)
Student Survey	I participated in a school related activity this year with my family.	75%
Staff Survey	I participated in a school activity with my students. I submitted information for the monthly newsletter.	100% 100%
Family Survey	I check ParentPortal and receive updates from teachers. I feel I am well informed about events and opportunities at school. I am aware of opportunities that will ensure my students social-emotional growth and development. I have updated my contact information with school in regards to phone numbers, email address, and physical/mailing addresses. I have received regular communication from the school in regards to programming.	90% 90% 90% 90% 90%

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

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

Increase the percentage of parents using the Parent Portal by 10%.

20% of families will attend or contribute to Community Outreach.

10% of students' families will access at least one or more of the support programs/resources available through the school.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

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

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

☐ Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	PBIS
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1- Cultivating a welcoming, trusting and supportive environment

Clearinghouse used and corresponding rating

X **What Works Clearinghouse**
- X 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
Dan Hamm	Principal
Sara Kenna	Teacher
Siera Persons	Teachers
Mary Alice Barnaby	Parent
Andrea Palmer	Teacher
Kathleen Jones	Teacher
Jennifer Sheerer	Teacher
Christa Terry	Teacher
Samantha Godfrey	Counselor
Emily Szelest	Social Worker
Stephanie Gordon	Counselor
Megan Moulton	Dean of Students
Julia Bradley	Teacher
Allison VanGuilder	Parent
Kathleen Maguire	Teacher
Nancy Andress	CASDA Consultant
Sue Stoya	CASDA Consultant
Merry and Matthew Hanlon	Parents
Robert Mark	Director of Special Education

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
Example: 4/6/21			*x*	*x*		NA
April 20, 2022			X	X		
May 2 , 2022				X		
June 1, 2022		X	X	X		
June 8, 2022				Faculty Meeting		
June 14, 2022		X	X		X	
July 6, 2022			X		X	
July 18, 2022				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

Once again the interviews provided valuable feedback on student perceptions and needs. The SCEP team and new principal will continue to address these student issues and needs. We used all the feedback notes from student interviews in completing this plan.

Equity Self-Reflection

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

The Equity Self-Reflection showed us that this is a work in progress. We know we must continue to work on a welcoming and affirming environment for all. The team had to take an honest look at where we are now and particularly where we need PD for ALL staff on equity issues and the development of a more inclusive curriculum.

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.