



School Comprehensive Education Plan 2021-22

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

Collaboratively Developed By:

The **Hadley-Luzerne** SCEP Development Team (see below for comprehensive list)

*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 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>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. (School Environment, CA, SEL)</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>	<ul style="list-style-type: none">• <i>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.</i>• <i>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.</i>• <i>The student interviews revealed that we are struggling with prioritizing our students' social emotional health.</i>• <i>The Equity Self-Reflection Survey revealed that while we are emerging in all self-reflection categories, student interviews revealed that a majority of students do not feel safe and supported.</i>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Girl's Circle/ Boys Council</p> <ul style="list-style-type: none"> ● Build Self Esteem ● Mental Health Awareness 	<p>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.</p>	<ul style="list-style-type: none"> ● Questionnaires at the beginning and end of the program. ● Teacher's observation ● Student focus group feedback 	<ul style="list-style-type: none"> ● School room ● Identify time and day. (Calendar) ● Permission from parents and students.
<p>Care Program</p> <ul style="list-style-type: none"> ● Communication skills ● Sensitivity awareness 	<p>We will offer Professional Development for staff through 3 half-day programs that focus on staff calmness, awareness, presence, compassion, empathy, trust, and ability to listen and communicate with students. Follow-up support discussions will take place to ensure that the strategies are learned and implemented.</p>	<ul style="list-style-type: none"> ● Decrease in stress levels of students based on student surveys ● Reduction in discipline referrals ● Feedback from teachers on what worked and what did not 	<ul style="list-style-type: none"> ● Facilitators provided by Garrison Institute. ● Mandatory attendance. ● LGI room. ● Teacher surveys
<p>Student Staff SEL Team</p> <ul style="list-style-type: none"> ● Provide students with mental health 	<p>Students and staff will collaborate to discuss, identify and implement research-based SEL strategies for mental</p>	<ul style="list-style-type: none"> ● Changes in policies ● Changes in procedures 	<ul style="list-style-type: none"> ● Schedule ● Location

Commitment 1

<p>support</p>	<p>health support in the school environment. Regular team meetings will take place to identify and plan action steps.</p>	<ul style="list-style-type: none"> ● Monitoring student engagement in SEL activities ● Student interview/focus group and survey feedback 	<ul style="list-style-type: none"> ● Student involvement ● and feedback
<p>Elementary Student Leadership</p> <ul style="list-style-type: none"> ● Establish basic leadership skills in students 	<p>Develop upper elementary student government to teach leadership skills and responsibilities for grades 5 and 6.</p>	<ul style="list-style-type: none"> ● Teacher/administrat or planning on student leadership ● Selection of diverse student members ● Agendas for meetings ● Student projects, outreach ● Student interviews 	<ul style="list-style-type: none"> ● Awards,certificat es ● Funds for snacks
<p>Parson’s Program for School Counseling</p> <ul style="list-style-type: none"> ● outside agency partnership for SEL Supports 	<p>The school will increase partnership with Northern Rivers/Parson’s Counseling Program based in Albany NY. This will offer full- time school counseling services for students on-site in both school buildings.</p>	<ul style="list-style-type: none"> ● Increase in attendance. ● Student engagement in counseling program ● Improving coping skills to stay in class. 	<ul style="list-style-type: none"> ● Funds for Parsons’ program ● Space-Mental Health Suite.
<p>Homeroom 7-12 Program for SE Student Support</p> <ul style="list-style-type: none"> ● longer time during first 	<p>The school will have a 7-12 homeroom added to the first period where students report for morning social-emotional check in. Also, this specialized homeroom will promote student connectedness and build relationships. This will diminish</p>	<ul style="list-style-type: none"> ● Reduce referral and suspension rates. ● Feedback from teachers ● Student interviews 	<ul style="list-style-type: none"> ● Individual classrooms throughout the junior high and highschool. ● Teacher support

Commitment 1

<p>period to check in on students</p>	<p>possible conflict in the cafeteria at the start of the school day.</p>		<ul style="list-style-type: none"> ● Professional development for teachers and staff
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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:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g. % agree or strongly agree)</i></p>
<p>Student Survey</p>	<p>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.</p>	<p>At least 70% Agree or Strongly Agree</p>
<p>Staff Survey</p>	<p>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.</p>	<p>At least 80% Agree or Strongly Agree</p>

Commitment 1

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
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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.

- Student, staff and parent survey. 10% more parents will take the survey this year.
- Suspension and referral rates will be 10% less.
- Attendance rates will increase by 20%
- Tardiness rates will decrease by 10%.
- Increase Parson's referrals by 10%
- Student focus groups feedback twice a year will offer student voice on current issues.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Curriculum and Instruction</p> <p>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 that are prepared for careers and college. (ELA and Math)</p>
<p>Why are we making this commitment?</p> <p><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 are committed to fostering and implementing a rigorous and more engaging curriculum.</p> <p>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. Work needs to continue this year on curriculum development and research-based instructional strategies. As the <i>How Learning Happens</i> document points out, "Learning is cognitive: the ability to think, reason, and solve problems deepens our understanding."</p> <p>We were also identified for chronic absenteeism. After a challenging year with remote and hybrid learning, the school will refocus on attendance, outreach to parents, home visits and strategic tracking of student attendance.</p> <p>Since March of 2020 our students have been withdrawn from a traditional educational setting. Due to the COVID19 Pandemic remote and hybrid learning, students' feel that they are challenged to a standard that is set too high. The students' interviews also revealed that they felt that there was not adequate support for them.</p> <p>We seek to prioritize restoring and developing connections both within our school and within our community to strengthen our students' educational experiences in a safe learning environment.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Identify gaps and adjust curriculum as needed based on differentiated lessons</p>	<p>Teachers K-8 grade will use iReady/STAR (or other comparable tool) data to assess students to see where the strengths and gaps are in learning for their incoming students, in order to differentiate instruction.</p>	<p>Students will be successful in the current curriculum as measured by iReady/STAR assessments.</p> <p>Data from iReady benchmarks.</p>	<p>iReady/STAR needs to be purchased _ \$\$\$\$</p> <p>iReady/STAR training provided for teachers.</p>
<p>Student Tutoring by Teachers</p>	<p>The CSE chair will facilitate a program that matches struggling K-1st and 7th-12th grade students with teachers. This will happen outside of the normal school day. This will provide students with additional time focused on literacy and math, and support from teachers</p>	<p>Teachers will monitor students receiving the tutoring to determine if grades/understanding of content improves.</p> <p>School leaders will also monitor tutoring and meet periodically with teacher tutors on student progress,</p> <p>Data from benchmarks in ELA and Math.</p>	<p>Stipend for teachers.</p> <p>Time</p> <p>Planning/training</p> <p>Instructional materials</p>

Commitment 2

<p>Peer Tutoring</p> <p>Providing academic supports after school, during the school year</p>	<p>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.</p>	<p>Teachers will monitor students receiving the tutoring to determine if grades and understanding of content improves.</p> <p>Data from benchmarks in ELA and Math.</p>	<p>Stipend for advisor and Community service hours for students who act as tutors.</p> <p>Use of school space within the physical school.</p> <p>Training and guidance for student tutors</p>
<p>Align Curriculum with Next Generation Standards</p>	<p>K-6 Teachers will align the curriculum to the NYS standards for ELA and Math</p> <p>7-12 Teachers will align curriculum to the NYS standards for ELA, Math, Science and Social Studies</p>	<p>BOCES/CASDA consultant meets with teachers and gauges improvement</p> <p>90% of curriculum is aligned with the Next Generation Standards</p>	<p>Common planning/meeting time for core and supportive Classroom teachers</p> <p>PD support</p>
<p>Differentiate modes of learning with the core and supportive classrooms to improve student engagement</p>	<p>Conduct a learning style survey to drive instruction in the core and support classrooms. Share this with teachers to guide the differentiation of instruction and for planning engaging and relevant lessons.</p> <p>Implementation of Book Clubs in ELA 7 and ELA 8 with highly engaging novel texts, using best practices such as student talk and small groups.</p>	<p>Student survey to measure engagement in the core and supportive classroom</p> <p>Observation of the use of best practices in classrooms.</p>	<p>Common planning time for core and supportive classroom teachers</p> <p>Professional development for staff</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 <i>(e.g. % agree or strongly agree)</i>
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 (art, tech, FACS, band, chorus, music, PE, health) classrooms. 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 2

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.

iReady/STAR/NYS assessment performance indicator increase of 5% in ELA.

iReady/STAR/NYS assessment performance indicator increase of 5% in Math.

At least 50% (currently 40%) of students will pass teacher created benchmark assessments in the four core classes.

Increased percentages for agree/strongly agree on student, staff and family survey questions indicated above.

Progress monitoring of students grades who participate in the peer tutoring program to have their grades improve by 1 point each marking period.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>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. (Family Engagement, Chronic Absenteeism)</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>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.</p> <p>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.</p> <p>Student interviews revealed that at times teachers were not considerate of homelife challenges. They would like all teachers to accept all students since some students are afraid of being judged and offer support for problems at home.</p> <p>The most recent parent survey showed that on the mid-year parents survey, 60% parents agreed with the statement, “My child’s teachers communicate with me at least monthly, including positive comments about my child.” The goal was 70%.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase the use of the Parent Portal & Student Portal -Increase parental usage	Parent training once a quarter about how to access and use Parent Portal/Google Classroom. hlcs.me account updated along with updated gradebooks per union agreement updated	Parent engagement in student grades, attendance, discipline. Increase in parents/staff who contact teaching staff in regards to supporting students. Increased portal enrollment and traffic.	NERIC training for staff Senior Community Services Hours- to watch younger students Training on Parent Portal for families
Monthly Newsletters that will include information on programs to support students and families.	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 (meetings at night?), Care Program, Parsons, Extended School Day, Afterschool Tutoring, Meet & Greets	Increased attendance; Participation in events; Student and parent survey; Data on student and family participation in support programs	Once a month at the end of the month a letter will go out to, done on GoogleDoc, Share out information to staff and place in business around the community, posted on website
Community Outreach: develop a process to identify student and family needs and	Developing a process and procedures to support students and families with needs, including: Back to School Bonanza, PTSA, Community Outreach	Process outlined in writing; Point person identified for each fund/support type; Student and parent survey;	Google, scheduling concerns, space

Commitment 3

<p>match with resources to support them.</p>	<p>(Clothing SWAP), Backpack Program, Bill Osborn Fund, Choose Love Hard homelife of students and feeling judged by others, Fun Nights, Parsons, Family engagement of SEL- Choose Love: https://chooselovemovement.org/home/</p>	<p>Data on student and family participation in support programs; Student Focus groups to include student voice</p>	<p>Point people identified for various programs and resources</p>
<p>Parent and Family Meet & Greets to increase student and family comfort level with school staff</p>	<p>Schedule events prior to/at the beginning of the school year and at different points during the school year for students and families to come to school for social events. They will interact with staff, other students and develop comfort-level with the school and staff.</p>	<p>Collect data on attendance at school events Parent and student surveys Principal participation</p>	<p>Scheduling Funding for food and materials for events</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I participated in a school related activity this year with my family.	90%
Staff Survey	I participated in a school activity with my students. I update my gradebook bi-weekly for the parent portal.	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.	90% 90% 90%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
90% of families who will check Parent Portal will strongly agree with the statement and receive updates from teachers.
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	

X 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

- 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	

Commitment 3

Link to research study that supports this as an evidence-based intervention (the study must 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
Burgess Ovitt	Principal
Robert Mark	Director of Special Education
Susan Stoya	CASDA Consultant
Nancy Andress	CASDA Consultant
Christa Terry	HS Sped Teacher
Kathleen Maguire	3rd Grade Teacher
Julia Bradley	Elem. Sped. Teacher
Carrie Wilson	Jr. High Teacher
Mary Alice Barnaby	Parent/Aid
Megan Moulton	Jr/Sr Dean of Students
Stephanie Gordon	Elem. School Counselor
Matthew Hanlon	Parent
Kerry Hanlon	Parent
Emily Szelest	Social Worker
Angela Stathopoulos	Parent
Allison Vanguilder	Parent
Jennifer Sheerer	Jr. High Teacher
Nicole McFarlane	Jr/Sr High Teacher

Our Team's Process

Jon Baker	Elementary Principal
Samantha Godfrey	School Counselor

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>4/19/21 Planning</i>			<i>x</i>	<i>x</i>		
5/18/21	X					
5/18/21		X		X		
6/1/21		X	X	X		
6/9/21			X	X		
6/15/21				X		
6/24/21				X	X	
7/6/21			X	X	X	
7/22/21					X	X
7/27/21					X (Edits)	

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 provided valuable feedback on student perceptions on the impact of COVID, need for greater student voice, engaging teaching and learning experiences and critical social-emotional issues. "Ease us back into the workload," one student suggested. The team used the student input in shaping the 21-22 plan.

Equity Self-Reflection

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

The team had an honest discussion on the fact that the school demonstrates beginning knowledge and skills with limited use of defined practice. In some areas, the work was begun but COVID blocked moving ahead. The team discussed the need to start with a welcoming and affirming environment. The work on building strong relationships with families, students, staff and community is a focus of surveys and student interviews. The team has started the building blocks for a more inclusive approach.

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.