



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mohonasen CSD	Draper Middle School	6-8

Collaboratively Developed By:

The Draper SCEP Development Team

Rick Arket, Principal - Kristy Goergen, Assistant Principal - Tasha Anderson, Academic Admin -
Matt Hubbell, Academic Admin

Faculty: Kim Coelho, Faith Faas, Jenna Niles, Erin Degnan, Bill VanWie, Fred Saccoccio, Steve
Blais, Kyra Grimsely, Maureen Geagan, MaryAnn Nickloy

Parents: Mendy Varga, Kim Favre-Hoyt

*And in partnership with the staff, students, and families of **Draper Middle School**.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments 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 making every student feel <u>safe</u>, <u>respected</u>, and <u>supported</u>.</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"> ● Draper's vision is "Together we achieve success". Students will be more successful if they feel safe, respected, and supported. ● Providing students with extra supports will give students more opportunities to experience success. ● There are few faculty/staff members that use community circles regularly. We want to increase that amount so a majority of faculty/staff members are using community circles in their classrooms on a weekly basis. ● Draper had almost one-third of its student population learn virtually and not enter the school at all in the 20-21 school year. It is important that students returning to in person learning feel comfortable and supported. ● We have had a significant amount of overall course failures in the 20-21 school year.

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>Every faculty/staff member will incorporate community building activities into their daily lessons</p>	<ul style="list-style-type: none"> - faculty/staff participation in PD with MM (tentative) during first 2 days of school - circle support by providing bi-monthly PD, share outs at faculty meetings, circle video, circle modeling (DP or faculty meetings) 	<ul style="list-style-type: none"> - Teacher survey question “I regularly incorporate community building into my lessons. “ 	<ul style="list-style-type: none"> - PD with Mediation Matters and Cap Region BOCES - Support from Draper Circle facilitators
<p>Academic support built into the school day as well as after school (p10)</p>	<ul style="list-style-type: none"> - Academic tutoring each period of the school day - Period 10 tutoring on tue-thr afterschool 	<ul style="list-style-type: none"> - 90% or higher student response on survey question “I feel supported” - Increase in optimism score on June admin of holistic student assessment 	<ul style="list-style-type: none"> - Stipend for teacher tutors - Academic support tracking google sheet - Rtl Coordinator time to build schedule
<p>Each student will participate in a 5 minute meetings with a team teacher by the end of Q1</p>	<ul style="list-style-type: none"> - Coordination of meetings by the teacher - team leader. - The teacher will discuss the start to the year, academic progress, and connections made by the 	<ul style="list-style-type: none"> - Teachers keep track of the students they met with to ensure 100% completion of this strategy - 90% or higher student response on survey 	<ul style="list-style-type: none"> - Time built into team meeting or team planning time

Commitment 1

	<p>student both in school and outside of the school day.</p> <ul style="list-style-type: none"> - Each team teacher will schedule students so that all students have a meeting by the end of Q1. 	<p>question “I feel respected” and “I feel safe”</p>	
<p>Recognize students that increase at least 1 class average by 10 points each quarter.</p>	<ul style="list-style-type: none"> - “Academic Growth Tickets” will be turned into Main Office - Tickets will be put into a box to be drawn at the end of the quarter for a prize - Hand out Smarties candy to each student who earns a ticket 	<ul style="list-style-type: none"> - 90% or higher student response on survey question “I feel respected” - Increase in optimism score on June admin of holistic student assessment - Google tracking 	<ul style="list-style-type: none"> - Supply funds for smarties candies and prizes for each quarter drawing
<p>Connect all-remote learners with an in school peer</p>	<ul style="list-style-type: none"> - Any previous virtual student will be connected to a peer that came to in person school - As an example, all remote students can meet with their peer during lunch or during period 10 - Coordinated through a partnership between guidance and team leaders 	<ul style="list-style-type: none"> - 90% or higher student response on survey question “I feel supported” 	<ul style="list-style-type: none"> - student volunteers - adults to supervise/set up
<p>Include student voice in different committees</p>	<ul style="list-style-type: none"> - Student will be invited by Principal or team leader to participate on our build safety committee, select leadership team meetings 	<ul style="list-style-type: none"> - 90% or higher student response on survey question “I feel supported”, “I feel supported”, and “ I feel respected” 	<p>none</p>
<p>Implement a Multi-Tiered System of Support for Attendance</p>	<ul style="list-style-type: none"> - Guidance, team leaders, and our new Dean will implement and monitor a MTSS for attendance 	<ul style="list-style-type: none"> - Improved attendance rates (above 95%) and decreased chronic absenteeism rate (less than 10%) 	<p>Funding for Dean position</p> <p>Team attendance incentive</p>

Commitment 1

The New Draper Dean will increase Restorative Justice dispositions into the Draper discipline system	<ul style="list-style-type: none">- The new 1.0 FTE Draper Dean will facilitate repairing harm circles when students are in conflict.- The Dean will facilitate restorative conferences between student and teacher when metaphorical harm has been done in the classroom. These meetings will occur in a prompt fashion with the goal of taking place prior to the student re-entering that specific class.	-Increase in restorative justice disposition % in the discipline system	Repairing Harm PD for Dean
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Commitment 1

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 supported academically and socially at school. I feel safe at school. I feel respected by both peers and adults at school. I like coming to school on most days	90% of student population will “agree” or “strongly agree”
Staff Survey	I recognize students when they improve academically. I recommend students for the academic supports that are provided at Draper. I regularly incorporate community building into my lessons.	90% will “agree” or “strongly agree”
Family Survey	The staff at Draper really care about my child. My child feels safe, respected and supported at school.	90% will “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 2021-22 school year.

Commitment 1

Increase in Draper student percentile rank in the following Holistic Student Assessment (HSA) categories: Trust (49th %ile in 20-21), Relationship with Empathy (57th), and Emotion Control (58th).

25% decrease of the overall course failures (559) due to the increase of academic supports that are available to students.

Attendance rates above 95% for all grade levels. Chronic absenteeism rate below 10%.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to educating the whole child to foster <u>connectedness</u>, <u>belonging</u>, and <u>hope</u>.</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"> • We understand that in order for students to achieve success, our building vision, they must feel connected to school and one another. • We believe that after the challenging past year, it will be important to help students see all the opportunity their future holds for them. Also, at the center of the human experience is connection and relationships. • This commitment mirrors "How Learning Happens", and really spoke to our SCEP development team. • Optimism was also the student attribute that our students scored the lowest on the holistic student assessment. • This commitment fits very well into our long term building and district goals. We aspire for all students to connect to each other and school outside of normal school hours. If a student has hope, he or she will strive for success.

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?
Every Draper Student will participate in at least one extracurricular activity (club, intramurals, mod sports).	<ul style="list-style-type: none"> - Creation of new clubs at Draper for 21-22: Minecraft Club, Garden Club, Chess Club - Club interest survey provided to students in September - New faculty advisor and clubs to match student interest - “Club Week/Spirit Week” in October - Club advertisement video sent to parents in September - Club sign ups monitored by BLT - follow up by counselors 	<ul style="list-style-type: none"> - Increase in optimism score on June admin of holistic student assessment - As near to 100% participation in extracurriculars by the end of October - 90% or greater affirmative student response to: “I feel like I belong at school” 	<ul style="list-style-type: none"> - Stipend for club advisors - Extracurricular tracking google sheet
The first four day rotation of school will be devoted to community and relationship building in every class.	<ul style="list-style-type: none"> - Summer planning by grade level instructional leaders - Summer/Opening Day training for staff on SEL-Community Building-Ice Breakers - Creation and distribution of an SEL-Community Building-Ice Breaker playbook by SEL/Guidance team - Commitment to the above by all staff for the first 4 day rotation of school 	<ul style="list-style-type: none"> - Feedback google form will be given in ELA at the end of the 4 day cycle 	<ul style="list-style-type: none"> - PD with Mediation Matters and Cap Region BOCES -Summer paid time for grade level instructional leaders

Commitment 2

			-Time devoted to this work on our opening staff days
Grade 6 and Grade 7 will participate in a June Field Day Event	<ul style="list-style-type: none"> - Collaboration between PTSO, the athletic department, and grade level teams to offer a community field day event with competitions and team building activities - Practice and preparation in grade 6 and 7 PE in May and June - Communication to parents and community members during the Spring 	- Feedback form for both parents and students	<ul style="list-style-type: none"> - Supply funds (ribbons, materials, certificates) -Summer /school year curriculum time for planning
Faculty and Staff will implement monthly building-wide community building activity	<ul style="list-style-type: none"> - Our building SEL committee will provide an optimism-growth mindset-community building activity each month for staff to implement with students - Every staff member will be supplied with “Circle Forward” text, and PD time will be devoted to reading and implementing the activities within - Staff will create a “Hope Wall” or “Hope Door” - It will be decorated with their college pennant and have a monthly theme. For example “The hardest class I took in school was...”, or “When I was your age, I wanted to be...”. 	- Survey question for both students and staff	<ul style="list-style-type: none"> - Summer curriculum time for SEL committee - Supply funds for pennants, Circle Forward text, and white boards for every teacher

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 like I belong in school	90% or greater agree or strongly agree
	The school offers after school activities (clubs, intramural sports, etc) that interest me	
	I am hopeful for my future	
Staff Survey	I regularly incorporate the themes of community building, social emotional learning, and growth mindset into my instruction.	90% or greater agree or strongly agree
	I recognize the importance of students connecting to Draper outside of the regular school day and actively promote extracurricular opportunities	
Family Survey	The staff at Draper really care about my child	90% or greater agree or strongly agree
	My child is connected to Draper beyond the regular school day	
	My child is hopeful for his or her future	

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Commitment 2

Increase in Draper student percentile rank in the following HSA categories: Optimism (42nd %ile in 20-21), Relationship with Adults (48th), School Bonding (50th), and Relationships with Peers (54th).

Increased recorded participation in extracurriculars, modified/intramural sports. Goal of 90% of students staying after at least one a week on average.

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 providing learning experiences that are <u>relevant</u> and <u>engaging</u> for all students.</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 student survey questions from 20-21 with the lowest positive response rate were: "The things I'm learning at school are important to me" (76 %), and "My teachers often connect what I am learning to life outside of the classroom" (63%)</p> <p>In our equity reflection we identified two priority areas:</p> <ul style="list-style-type: none"> • Use resources written and developed by racially, culturally, and linguistically diverse perspectives. • Include students as co-designers of curriculum. <p>As the Mohonasen community continues to diversify, ensuring that "every child can see themselves reflected in teachers, leaders, curriculum and learning materials," will require faculty and staff to learn more about our students and their interests. We must also engage all students with skills and concepts they are interested in, and those that provide moderate challenge. Doing this will put students in a much better position to achieve success.</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?
All Faculty will participate in a year-long book study	During directed planning (DP) teachers will read, discuss, and implement strategies from a book on student engagement, such as Give Students a Say	Feedback form submitted from staff after each DP	Give Students a Say - 1 copy per staff member
Curriculum Development Discussions with Students	Leadership team members will meet with students throughout the course of the school year to identify interests and needs, then thread these ideas into curriculum and instruction.	Updated curriculum maps by the end of the 21-22 school year	Release time for teachers. Time and space for students and teachers to meet, as well as departments.
All faculty will participate in sustained PD on student engagement throughout the school year	-Faculty meetings will be converted into PLC's, lead by teachers, and focus on a book study-implementation-reflection	Feedback from staff after each professional development	Cost for guest speaker (if applicable)
A new position (1.0 Dean) will focus on RTI and engagement for all ability levels	The Dean will work with ELA teachers to identify students strengths and develop data management systems to monitor students response to intervention to address identified areas for improvement.	Feedback from leadership team on Dean impact at the end of the school year.	Funding to pay for the Dean position (already noted in commitment 1)

Commitment 3

			BOCES coach for Dean
Participatory Budgeting will be embedded in grade 6-8 social studies	To support a rigorous and relevant curriculum in social studies, all social studies teachers will implement a unit on participatory budgeting. Students will identify a problem/issue within the school building that needs to be addressed and will draft a proposal to meet the need. Up to \$10,000 will be allocated. A building-wide vote including students and parents using real voting machines will take place in May.	Quality and quantity of student projects in the Spring will be assessed by the department and admin.	Summer curriculum time for SS teachers to embed the project into their curriculum. \$10,000 for winning project.
Emphasis on engaging students with writing	A year long PLC will be devoted to incorporating relevant/engaging writing in the classroom. A book will serve as the foundation of the PLC.	Faculty feedback form to evaluate the book and PD Walkthrough data using walkthrough tool	Cost of writing book
Staffing in ELA/Math and Teacher Assistants will be increased	-Increase of 1.0 FTE in Math, .5 in ELA, and 3 additional TA's to support and engage our most at-risk students -Increased staffing will create the opportunity to schedule more students in AIS labs in both ELA and Math	Improved NYS Math and ELA scores, specifically for our most at-risk learners	Staffing cost
Gr8 ELA Novel Choice Unit	To make reading more relevant and interesting to students grade 8 will develop a unit featuring a selection of books with characters representing the diversity of our school and national population	Students will complete a feedback form at the conclusion of the unit	250 copies of 4 different student texts

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	The things I'm learning in school are important to me My teachers often connect what I am learning to life outside the classroom I see people of many races, cultures, religions, and genders represented in what I learn at school I feel like my teacher knows the real me	90% or better agree or strongly agree
Staff Survey	The school makes sure all students can experience success. I have the resources and strategies to engage my students with relevant skills and topics	90% or better agree or strongly agree
Family Survey	My child is regularly challenged to do his or her best at Draper, and grow academically	90% or better 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 2021-22 school year.

Commitment 3

Increase in Draper student percentile rank in the following HSA categories: Learning Interest (43rd %ile rank in 20-21), Academic Motivation (44th), Critical Thinking (47th).

Improved 3-8 Math, Science, and ELA scores: Combined Composite + Student Growth, and ELA/Math Academic Progress increased by 1.

Improved STAR reading and IXL Math results. More than 50% of students at or above grade level by the end of 22.

Commitment 4

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Students will feel more safe, connected, and valued by implementing restorative practices in the classroom and restorative justice in our discipline system at Draper.

Evidence-Based Intervention

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Evidence-Based Intervention

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
Rick Arket	Principal
Kristy Goergen	AP
Matt Hubbell	Ac Admin
Tasha Anderson	Ac Admin
Mendy Varga	Parent
Kim Favre-Hoyt	Parent
Kim Coelho	Teacher
Faith Faas	Teacher
Jenna Niles	Teacher
Erin Degnan	Teacher
Danielle Grainer	Teacher
Bill VanWie	Teacher
Fred Saccoccio	Teacher
Steve Blais	Teacher
Maureen Geagan	Teacher
MaryAnn Nickloy	Teacher
Kyra Grimsley	Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
5-5 Grade 6 Student Circle	X					
5-4 Grade 7/8 Student Circle	X					
5-24 Equity Reflection /SCEP Construction		X	X	X	X	X
6-14 SCEP Construction			X	X	X	X
6-16 SCEP Construction			X	X	X	X
6-21 SCEP Construction			X	X	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

Student interviews reinforced the need to focus on mental health, relationships, engaging, and cultural relevance in school.

Responses:

“Bullied a lot in my life, but I’ve learned to not let that get in my way -- I’m independent and stand up for myself. I go for things and don’t hold back.

I feel accepted, but it’s sad b/c I see a lot of people getting bullied. I want to help but I’m too nervous that I’ll get bullied as a result. I keep my camera off at home because people don’t know what’s going on at my house.

Teachers could ask their students during the first week of school, “What kind of name do you want to be called?” -- or “Is there anything we can make you feel more comfortable with?””

Black woman now is hard and LGBTQ is hard - how will people see me?

Teachers ask for assignments to be due the next day but they don’t understand we have other work to do, too.

Curriculum needs to be more hands-on.

I don’t disagree with work, but students aren’t graded on knowing actual material. They’re graded on completing the work.

Mandatory to teach racial issues, LGBTQ+, which are things people can relate to, so that others aren’t so uneducated.

People pronounce my name wrong based on ethnicity when it’s the same pronunciation as someone else’s name -- but just spelled differently.

I'm still picked on because of my skin color.”

Equity Self-Reflection

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

In our equity reflection we identified two priority areas:

- Use resources written and developed by racially, culturally, and linguistically diverse perspectives.
- Include students as co-designers of curriculum.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.