



School Comprehensive Education Plan

2021-22

| District | School Name | Grades Served |
|---------------------------------|------------------|---------------|
| Charlotte Valley Central School | Charlotte Valley | PK-12 |

Collaboratively Developed By:

The Charlotte Valley SCEP Development Team

- Mike Waters, PK-12 Principal**
- Kelly Coons, Elementary Special Education Teacher & CSE Chair**
- Matt Jones, Elementary School Teacher**
- Renee Moyse, Elementary Special Education Teacher**
- Stacey Sinstack, Elementary School Counselor**
- Rob Hildebrandt, Secondary School Counselor**
- Eric Miller, MS/HS Mathematics Teacher**
- Megan Hassick, Elementary School Teacher**
- Kimberlea Curran, Parent & Community Member**
- Chris Matz, Parent & Community Member**

*And in partnership with the staff, students, and families of **Charlotte Valley Central 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 are committed to fostering a positive school climate that strengthens relationships and creates a foundation for engaged learning.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>The mission of Charlotte Valley is <i>Empowering Students Today to Conquer the Challenges of Tomorrow</i>. Our goal is to engage all students in a manner that helps them understand the changing world they live in and how to navigate their world as an informed citizen. A student survey and interviews were conducted at the end of the 2020-2021 school year, as well as a staff survey mid-year, providing useful feedback and data surrounding school climate. The Charlotte Valley Board of Education and the Superintendent of Schools, looking at the data from 20-21, asked that climate and culture be priority number one as we start the year. The hope is that as the climate of the district improves, so will our attendance rates and levels of academic achievement. Similarly, disciplinary referral numbers should diminish as students feel welcome and safe throughout the school day. As we improve our relationships with all students, we hope to foster an environment that is nurturing and valued by all members of the Charlotte Valley community. The district should and will be the center of support for our Wildcat students and their families.</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? |
| SEL & Wellness Program | <p>Building counselors will provide SEL programming aligned to the counselors' comprehensive plan. PK-8 students will participate in SEL programming with counselors for one 40-minute period out of each 6 day cycle. Counselors will also coordinate guest speakers with SEL themes to visit school. Possible topics include self-esteem, anti-bullying, diversity, inclusion, and healthy choices.</p> <p>School will make improvements to the library, paint a new school mural, and provide equipment for outdoor recreation areas to create more appealing spaces for student learning, recreation, and wellness.</p> <p>Create a new Crisis Intervention Specialist position for the 2021-2022 school year.</p> | <p>By the last week of October, building counselors will report regular visits to PK-8 classrooms for SEL programming. At least one SEL-focused guest speaker will visit school by December 22.</p> <p>Students will use refurbished library and outdoor spaces for reading and recreation.</p> <p>Monitor number of student referrals and absenteeism numbers.</p> | <p>Building Counselors, SCEP Team, Title 1 Funds and/or School Improvement Grant (SIG)</p> <p>Title 1, CRRSAA or ARP Funds</p> |
| Student Mentoring Program | School is beginning a student/teacher mentoring program. Beginning in September, students in grades 7-12 will meet 30 minutes weekly on Wednesdays with teacher mentors to discuss a variety of topics. | In the third week of September, student/teacher mentoring groups will meet weekly during the last period on Wednesdays for 30 minutes. | Principal, Student/Teacher mentoring groups |

Commitment 1

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| <p>Teacher Mentoring Program</p> | <p>Principal has re-established a mentor/mentee program for all new teacher hires.</p> <p>Principal will also lead the revision of the mentor/mentee packet for teachers, last updated 2013.</p> | <p>Teacher mentor/mentee pairs will meet the last Tuesday of each month after school starting 9/28.</p> | <p>Principal, Teacher Mentor/Mentee pairs</p> |
| <p>Revisit Mission Statement & Core Beliefs</p> | <p>Principal revisited school mission & vision at opening days presentations for students and staff.</p> | <p>In May 2022, students, parents, and staff will be surveyed on three questions (see survey questions below).</p> <p>In May 2022, 58% of staff, and 60% of parents will agree/agree with survey question #1: "Do you believe there is a clear and coherent direction for the district?" (<i>In December 2019, 43% of staff agreed/strongly agreed with the statement. We will begin to collect benchmark data for parents on this question.</i>)</p> | <p>SCEP Team, Principal to distribute three survey questions to students, parents, staff</p> |
| <p>Student Advisory Group</p> | <p>Principal will establish a program for students in grades 9-12 to meet with him biweekly to openly discuss student concerns/issues at Charlotte Valley.</p> | <p>Begin January, 2022. Student Advisory Group will meet 4 times with the principal before the end of the school year..</p> | <p>Principal, Student Advisory Group</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 | <p>Student PK-12 Interview Questions:</p> <ol style="list-style-type: none"> 1) Climate: We want Charlotte Valley to be a welcoming place, where students are safe and have a good experience. What do you think this school does well, in terms of supporting students? How can the school do better? 2) Discipline: If a student receives a disciplinary action, what steps can the school take to help students make better decisions in the future? 3) SEL: What do you think this school does well, in terms of supporting students’ social and emotional well being? How can the school do better? | <p>Students in grades 4-6 were interviewed in spring 2021. Students in grades 7-12 were interviewed in October 2021. In spring 2022, students will be interviewed again using the same questions. The SCEP Team will compare themes from spring and fall 2021 to spring 2022 to reflect on progress and address remaining issues.</p> |
| Staff Survey | <p>Staff Climate Survey Questions:</p> <ol style="list-style-type: none"> 1) Do you believe there is a clear and coherent direction for the district? 2) Do you believe that adequate mentoring and/or training is provided to new and early hires? 3) Is discipline at this school consistent, fair, equitable, and progressive? | <ol style="list-style-type: none"> 1) At the end of the school year 2021-22, 58% of staff will strongly agree/agree. <i>(In December 2019, 43% of staff strongly agreed/agreed that there was a clear & coherent direction for the district.)</i> 2) At the end of school year 2021-22, 33% of staff will strongly agree/agree. <i>(In December 2019, 18.51% of staff strongly agreed/agreed that there was adequate training for new hires.)</i> |

Commitment 1

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| <p>Family Survey</p> | <p>1) Do you believe there is a clear and coherent direction for the district? 2) Do you believe that adequate mentoring and/or training is provided to new and early hires? 3) Is discipline at this school consistent, fair, equitable, and progressive?</p> | <p>3) The SCEP Team will collect baseline data on this question, Spring 2022. 2 parents were interviewed in fall 2021. In spring 2022, parents will be interviewed again using the same questions. The SCEP Team will compare themes from spring and fall 2021 to spring 2022 to reflect on progress and address remaining issues.</p> |
|-----------------------------|--|--|

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

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| <p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> |
| <p>Charlotte Valley will increase Daily Attendance Rates decrease Chronic Absenteeism Rates for the 2021-2022 school year by 10%.</p> <ul style="list-style-type: none"> a. All students Elementary: increase to 46.5% 22% (31.5% in 2020-21) b. All students Secondary: increase to 56.1% 31% (41.1% in 2020-21) c. Students with Disabilities Elementary: increase to 45% 20% (30% in 2020-21) d. Students with Disabilities Secondary: increase to 46.6% 22% (31.6% in 2020-21) e. Economically Disadvantaged Elementary: increase to 39.6% 15% (24.6% in 2020-21) f. Economically Disadvantaged Secondary: increase to 47.7% 23%(32.7% in 2020-21) <p>Charlotte Valley will reduce Discipline Referrals for <u>All Students</u> and for <u>Students with Disabilities</u> in 2021-22.</p> <ul style="list-style-type: none"> a. 199 discipline referrals (or fewer) in 2021-22. (221 referrals in 2020-21) b. 29.33% (or fewer) referrals will be for Students with Disabilities (32.58% in 2020-21) |

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2021-22?</p> | <p>We are committed to strengthening our ability to provide a cohesive, consistent, rigorous and incremental curriculum in order to improve student outcomes in literacy and math.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>We seek to establish curricular coherence by grade level and by department, across all content areas. With greater coherence, students will have a more consistent, positive academic experience, where expectations for their learning in each class are clear.</p> <p>This commitment emerged from a need to improve student academic outcomes in math and literacy and to provide a consistent academic experience across grade levels. Also, in student interviews for grades 7-12, students asked for more support in class and more consistency in teacher expectations.</p> <p>Student survey data indicated that we need to include more diversity and equity education across all grade levels. Ensuring that each grade level/department curricula is aligned and includes diversity training is key to improving the success of our students.</p> <p>The long term vision of the district is to offer more resources for academic interventions, enrichment and course options PreK-12.</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? |
| Monthly progress monitoring | <p>Math: Students in grades PK-8 will be assessed throughout the year by STAR testing. Students in grades 9-12 will be assessed by STAR, eMath Instruction, Regents questions and Reflex Math.</p> <p>Literacy: Students in grades PK-8 will be assessed throughout the year using Orton Gillingham assessments, STAR testing, and/or Fountas & Pinnell leveling. Students in grades 9-12 will be assessed either by STAR testing or Regents exams.</p> | Instructional Leaders will lead monthly data meetings with departments. At meetings, teachers will review diagnostic data, establish student groupings, review student progress, and set goals. | <p>Individuals: Instructional Leaders, Classroom teachers grades K-11, Reading Interventionist, Math Interventionist</p> <p>Funds: Funds to pay for teacher training in math practice programs: IXL, Reflex Math</p> |
| Monthly data meetings | <p>Instructional Leaders will lead data meetings with teachers in their departments each month.</p> <p>Instructional leaders will also meet monthly with the Principal.</p> | Monthly data meetings will start in December and continue monthly. | Instructional Leaders |
| Institute Instructional Leaders (teachers) | Instructional leaders will establish regular department meetings with agendas & minutes and organize activities related to assessment and data collection. They will also meet regularly with the Principal. | Instructional Leaders will be chosen and begin monthly principal meetings in October. | Principal, Instructional Leaders |

Commitment 2

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| <p>ELA Trainings- Fountas & Pinnell Literacy Curriculum</p> | <p>K-2 teachers will receive quarterly training in implementing Fountas & Pinnell literacy curriculum.</p> | <p>K-2 staff will receive Fountas & Pinnell training in October, December, March, and May.</p> | <p>Individuals: K-2 Teachers, Instructional Leader</p> <p>Funds: Funds for substitutes for release time to work with F & P Trainer, or teachers from other districts who use F & P</p> |
| <p>Review Next Gen Math standards alignment</p> | <p>All PK-8 teachers will meet with ONC BOCES Math Specialist to determine the differences between the Common Core Standards and the Next Generation Learning Standards at individual grade levels and to adjust their curricula.</p> | <p>Better understanding of Next Gen standards will allow teachers to better understand skills required for students to be successful in their grade level and beyond.</p> <p>Meetings will take place in November, January, April, and June.</p> | <p>Principal, PK-8 Teachers, BOCES Math Specialist, 4 45-minute blocks of time per grade level</p> |
| <p>Investigate new elementary math curriculum</p> | <p>This year will be a year of information gathering and decision-making for a new elementary math curriculum. A committee will meet to go through several textbook and curriculum rubrics in order to determine “non-negotiables” for a program. This list will include what teachers would like the curriculum to include and what might be less important. Using these discussions and reviews, the instructional leaders will build a rubric based on non-negotiables to be used to choose the program.</p> <p>Next, instructional leaders will get 3 samples from companies. Possibilities include i-Ready</p> | <p>Form committee by December and meet in December to come up with a list of non-negotiables.</p> <p>Create rubric while gathering samples from companies in order to meet again in February.</p> <p>Select curriculum by May 2022.</p> | <p>The committee will include representation from all grade levels, special education teachers, and the instructional leaders. They will need the time and space to meet to determine the non-negotiables.</p> |

Commitment 2

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| | <p>Math, Illustrative Math, Envisions, Dimensions Math, Into Math, Eureka Math</p> <p>The original committee will then 1) explore the resources 2) meet to review and rate the curriculums using the rubric of non-negotiables, and 3) make a recommendation for purchase.</p> | | |
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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:

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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

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|---|
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| <p>1) 50% of students will achieve Student Growth Percentile in STAR math. Last year, the range of students achieving SGP was 23%-87%.</p> <p>20-21 Grade Level Math (At Benchmark):</p> <p>1 = ?</p> <p>2 = 71%</p> <p>3 = 36%</p> <p>4 = 44%</p> <p>5 = 63%</p> <p>6 = 39%</p> |

Commitment 2

7 = 29%
8 = 41%
9 = 100%
10 = 33%

- 2) 50% of students will achieve Student Growth Percentile in STAR reading. Last year, the range of students achieving SGP in reading was 38%-83%.

20-21 Grade Level ELA (At Benchmark):

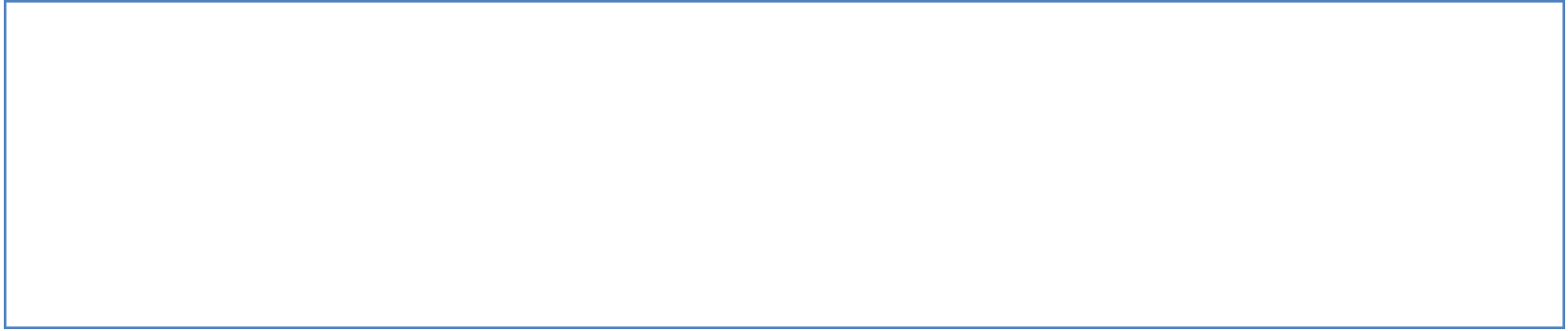
2 = 65%
3 = 39%
4 = 60%
5 = 46%
6 = 37%
7 = 33%
8 = 21%
9 = 37%
10 = 50%
11 = 56%

- 3) At the conclusion of the 21-22 school year, students will maintain or increase the proficiency rate on all exams by 5 percent.

Regents Exam Proficiency; Grades 9-12 (18-19 School Year)

Common Core ELA = 73.9 %
Global History and Geography = 92%
US History and Government = 75%
Common Core Algebra = 70%
Common Core Geometry = 100%
Common Core Algebra II = 85.7%
Living Environment = 78.3%
Earth Science = 89.5%
Chemistry = 62.5%

Commitment 2



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 | Principal Leadership Development |
|---|---|
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | The principal will participate in the following programs 1) NYSED’s CSI Principal Support Option meetings, coaching, and technical support 2) ONC BOCES regional Principals Academy sessions and 3) a NYS Superintendents Development Program, where CSI schools are a topic of discussion. |

Evidence-Based Intervention

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

| | |
|--|--|
| 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 |
|--------------------|--|
| Michael Waters | PK-12 Principal |
| Kelly Coons | Elementary Special Education Teacher & CSE Chair |
| Matt Jones | Elementary School Teacher |
| Renee Moyse | Elementary Special Education Teacher |
| Stacy Sinstack | Elementary School Counselor |
| Robert Hildebrandt | Secondary School Counselor |
| Eric Miller | MS/HS Mathematics Teacher |
| Megan Hassick | Elementary School Teacher |
| Kimberlea Curran | Parent & Community Member |
| Chris Matz | Parent & Community Member |
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Our Team's Steps

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

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

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> | | |
| 5/21/21 | X | | | X | | |
| 6/14/21- 6/18/21 | X | | | | | |
| 8/18/21 | | X | X | X | X | |
| 9/27/21 | | | | | X | |
| 10/25/21 | X | X | | | X | X |
| 10/25/21- 11/5/21 | X | | | | | |
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Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

In spring 2021, students in grades 4-6 were interviewed by the school counselor in a “circles” format. Students in grades 4-6 expressed the desire to have their voices and opinions heard on issues of discipline and other topics. In October 2021, the school counselor and teachers interviewed pairs of students in grades 7-12. These students expressed a wish to learn more about the “why” behind discipline decisions. They also expressed the wish to learn more about how to change their behaviors to avoid getting involved in disciplinary situations, through lessons on problem-solving and conflict resolution skills.

Student interview responses directly informed the Commitment 1 focus on creating a positive school climate. The principal's student advisory group, where students can openly discuss issues with the principal, will help to address this student need. Other answers reflected an interest in feeling more “emotionally safe” in school, having “more frequent check-ins”, and increased learning about “diversity” and “equality” and “social and emotional” issues beginning in the early elementary years. The SEL programs delivered by counselors at each grade level will help to address students' interest in learning about problem-solving and conflict resolution to help prevent discipline issues before they begin. Other students noted some students' lack of connection to any adults in the building. The student-teacher mentoring program is designed to foster and encourage these relationships for all students.

Student interview responses also informed Commitment 2 focus on creating a cohesive, consistent, rigorous, and incremental curriculum. Some students asked for classes to be more “enriching” and for more “one-on-one” attention. A more cohesive and incremental curriculum will allow teachers to better understand what students have learned in previous years and to provide more individualized, engaging instruction.

Equity Self-Reflection

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

Learning As A Team

The team ranked the following two areas from the Equity Self-Reflection as the school's greatest strengths: 1) Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences and 2) Prioritize social-emotional learning programs, such as restorative justice. The school seeks to build on these strengths by prioritizing the SEL program in the SCEP plan, including 1) counselors leading SEL-focused sessions aligned with their strategic plan 2) re-starting the student/teacher advisory program, where students can discuss a variety of issues with trusted adults and 3) surveying students and parents about school climate at the start and end of the school year.

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.