



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Rensselaer	Van Rensselaer	PK-5

Collaboratively Developed By:

The Van Rensselaer SCEP Development Team:

Abby Alix-Hansen, Ashley Ash, Kristin Crouch, Eric Ferrone, Jennifer LaBelle, Amy Mooney, Tricia Nixon, Jeff Palmer, and in partnership with the staff, students, and families of Van Rensselaer Elementary 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 strengthening our instructional practices to provide highly effective and rigorous instruction.</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 believe as a school that the process of continuing to strengthen our instructional practices is crucial to our students experiencing success in the core academic subjects. Striving for effective or highly effective instruction with consistency will increase the level of engagement of our students resulting in a greater understanding of the curriculum, increased self-confidence, and a better school experience. In addition, we will need to ensure that we integrate more instruction and materials that connect to the cultural identities of our students.</p> <p>In one of our surveys, we noted that only 60% of the students indicated that they liked coming to school. While there may be a few reasons causing this response, increasing the engagement of the students will likely result in a higher percentage of students liking school.</p> <p>In the student interviews, students were asked to discuss things that teachers have done that they really enjoyed. The main responses from the students indicated hands-on activities specifically related to science instruction. It is important that we expand our instructional practices to create more opportunities for students to feel highly engaged in all core subjects.</p> <p>Another finding from the student interviews was that more than a few of the students were not able to identify how their teachers or their school promote social diversity. This was also a finding from the Equity Self Reflection responses. This will surface in our other commitment and it will be one that will need to be embedded in classroom instruction as one of the strategies linking it to this commitment.</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>Daily tier 2 support in ELA and Math.</p>	<p>Students being grouped by needs in grades 3-5 will allow for these supports to occur on a daily basis. Data will be analyzed to determine students in need of this support or intervention. We may also look to integrate or pilot a new intervention program for reading and/or math.</p>	<p>The benchmark results from iReady in Reading and Math will be used to gauge success. We will use the mid-year and end of the year testing. Fountas and Pinnell data along with the progress monitoring data will be helpful in determining the impact of the daily tier 2.</p>	<p>Money will need to be allocated to pay for iReady, progress monitoring materials, and evidence based intervention programs.</p> <p>Money may also be needed to cover the expense of any training associated with the new programs and/or approaches.</p>
<p>Consistent use of active student engagement strategies during instruction.</p>	<p>Some Examples of Active Student Engagement Strategies: Allowing for multiple students to respond, collaborative learning/projects, turn and talks, think-pair-shares, use of whiteboards, continued use of devices for programs such as Kahoot, choral responding, students teaching or</p>	<p>The school leader will consistently visit classrooms using a checklist to assess the use of these engaging strategies. Feedback will be provided to teachers.</p>	<p>Funding may need to be used for professional development to review previously covered strategies and to learn more.</p>

Commitment 1

	modeling for the class (Teach-Okay), students teaching one another in small groups or pairs, hands-on activities, use of alternative settings (outside of the classroom), student choice in activities or sequence of activities, etc.		Time will be used to visit classrooms.
Differentiating instruction to ensure that each student is engaged with appropriate, rigorous learning activities.	This strategy will entail creating lesson plans that feature more small group learning opportunities that will allow for every student to be engaged with rigorous instruction consistently. Lesson plans will detail how instruction will be varied to meet the needs of all students.	<p>The school leader will consistently visit classrooms with a checklist to assess how instruction is being differentiated to meet the needs of all students. Feedback will be provided to teachers.</p> <p>All students should be demonstrating growth based on the benchmark data.</p>	<p>Money and/or time need to be invested in reviewing strategies for differentiating instruction and what rigorous instruction looks like for all students.</p> <p>Materials and supplies may be needed to support the learning needs of all students.</p>
Consistent use of progress monitoring in reading and introducing school-wide benchmarking in writing. We hope to offer tier 3 for students that are not improving with tier 2 based on the progress monitoring.	Students that are receiving tier 2 support in ELA will be progress monitored every 2-3 weeks. We will also attempt to begin benchmarking writing in grades 2-5 with quarterly assessments. Rubrics for assessing writing will be adopted school-wide.	When we have data meetings to discuss students that have been receiving tier 2 support we will have a number of data points beyond just the benchmark ones. This information will be helpful in determining which students will receive tier 3 support and which students may be able to move to another tier in general.	<p>Money will need to be allocated for the progress monitoring.</p> <p>We will need teachers and time to refine the writing rubrics and to develop the writing assessment(s).</p> <p>We will need teachers to offer tier 3 support in ELA and Math.</p>

Commitment 1

<p>Increased use of project based and/or inquiry based learning.</p>	<p>The starting point for this strategy will be ensuring that everyone has a common vision of what project based learning and inquiry based learning look like.</p>	<p>In visiting classrooms and reviewing team plans, the school leader will note the integration of more project based learning during the school year.</p>	<p>We will need to dedicate time and possibly PD to developing a better understanding of what project based learning looks like and why it is such an effective instructional approach.</p>
<p>Team planning at each grade level will be used to promote theme-based instruction to connect learning in all core subjects.</p>	<p>Teams will meet regularly to plan and discuss student work and data. Part of this process will include discussion of how Character Education and the PAX Program will be integrated into classroom instruction.</p>	<p>The school leader will visit classrooms to observe the implementation of the PAX Program in all classrooms. Team Leaders will facilitate team meetings and submit meeting notes monthly. Team plans will be reviewed by the school building leader. Feedback will be provided to team leaders and/or individual teachers.</p>	<p>Teams will need training and embedded support with the implementation of the PAX Program. PPS representatives will be assisting with this process.</p> <p>Teams will need time to plan which will likely occur during the school day using planning periods along with some time designated in faculty meetings and early dismissal days.</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>Please select strongly agree, agree, disagree, or strongly disagree to the following statements:</p> <ol style="list-style-type: none"> 1. I like going to school. 2. When my teacher is teaching the lesson, there are many opportunities for me to participate in my learning. 3. I am challenged by the work that my teacher(s) give me to complete. 4. In school I feel invited to share my feelings on things happening around me in school and outside of school. 5. The students at our school respect one another. 	Desired responses will be determined by the team after analyzing the survey results from the beginning of the school year.
Staff Survey	<p>With 1 being the lowest level and 4 the highest, please rate the following:</p> <ol style="list-style-type: none"> 1. Your understanding of project based learning. 2. Your understanding of inquiry based learning. 	Desired responses will be determined by the team after analyzing the survey results from the beginning of the school year.

Commitment 1

	<p>3. Your ability to consistently integrate active student engagement strategies into your instruction.</p> <p>4. Your ability to differentiate instruction to provide rigorous instruction to all students.</p> <p>Please select strongly agree, agree, disagree, or strongly disagree to the following statements:</p> <p>5. I have the appropriate resources to implement the strategies identified in commitment #1.</p>	
<p>Family Survey</p>	<p>Please select strongly agree, agree, disagree, strongly disagree, or unsure to the following statements:</p> <p>1. My child likes going to school.</p> <p>2. My child's school promotes an appreciation for social diversity.</p> <p>3. I feel like I am a welcomed participant in my child's education.</p> <p>4. I have open communication with my child's teacher.</p> <p>5. My child is excited to share their experiences from school.</p>	<p>Desired responses will be determined by the team after analyzing the survey results from the beginning of the school year.</p>

Commitment 1

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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.

- For the survey questions, we will establish quantitative goals to be met mid-year and at the end of the year.
- The school leader will use a checklist to monitor the use of active students engagement strategie and provide feedback during the school year. The goal will be that all teachers consistently utilize various active student engagement strategies. The school leader along with teacher leaders will work with colleagues as needed based on the results.
- In child study meetings, progress monitoring data will be available to determine students that may need additional support and/or a change in the intervention plan.
- The school leader will use formal observations along with consistent classroom visits to observe how lessons are being differentiated to ensure all students are engaged in rigorous instruction.
- The focus in child study meetings will be on all students and the benchmark data will show growth by students at all academic levels.
- Teachers will begin integrating more project based and/or inquiry based learning into their instruction by the end of the year.
- We will strive to have a writing benchmark for students in grades 2-5 developed by November to begin monitoring writing progress.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We will commit to promoting more of an appreciation of social diversity in our school community. In promoting this appreciation, we will focus on having a school community in which individuals bring their different knowledge, background, and experiences together to benefit their diverse community.</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 school vision states: Our school is a safe and caring community where students learn to think critically, grow socially, and develop a love of learning that will last a lifetime. We will be polite, work hard, and have fun as we SHOW PRIDE at Van Rensselaer Elementary School.</p> <p>We believe that promoting more of an appreciation of social diversity aligns with our vision, and it is our responsibility as a school community. As previously mentioned in our first commitment, in both the student interviews and the responses to the Equity Self-Reflection it was clear that this is an area we need to focus on more moving forward.</p> <p>Our first commitment was focused on implementing some best practice instructional strategies with consistency to promote student learning. Promoting a school culture built on an appreciation of social diversity will require the use of these instructional strategies to have an impact in classrooms and school-wide in this area.</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>A committee will be formed to begin developing a focus for each month designed to promote more of an appreciation for social diversity in the building. Each month there will be a picture book to be read and discussed in all classrooms. The picture book will support the theme for each month. We will also attempt to start a before or after school club focused on social diversity. In addition, we will attempt to find performances and field trip opportunities</p>	<p>The committee will work on designing ways to promote more of an appreciation for social diversity school-wide.</p> <p>In addition, the committee will begin developing ways teachers can support the monthly focus in their classrooms.</p> <p>Team plans will be expected to include how an appreciation for social diversity will be supported with classroom instruction.</p>	<p>The survey results will be used to measure whether this strategy is making a difference. The survey will be given beginning, middle, and end of the school year.</p> <p>Team plans (bi-monthly) will reflect a focus on supporting this strategy.</p> <p>The school leader will see evidence of this focus when visiting classrooms throughout the school year.</p>	<p>Depending on what is developed by the committee, money will likely be needed for resources and/or professional development.</p>

Commitment 2

to support this strategy.			
We will create a section in the library with selected text to be used to support instruction promoting an appreciation for social diversity.	<p>We will need to select and/or order resources to be used to support instruction promoting an appreciation for social diversity.</p> <p>An area of the library will need to be cleared out for this new section.</p>	<p>The survey results will be used to measure whether this strategy is making a difference (beginning, middle, end of year)</p> <p>We will see all teachers checking out resources from this section.</p>	We will need space in the library and time to set it up. Money will be needed to order books and other forms of text to create this section.
We will have a faculty book study on promoting social diversity throughout the school year (PLC).	Some faculty meetings and team/department meetings will be used for the PLC to discuss the book. Other times may also be used.	Discussions will be taking place during meetings fostering a school environment that is promoting social diversity.	<p>Money will be needed to purchase the books.</p> <p>Time will be a major factor along with balancing this initiative with others.</p>
Teachers will have the opportunity to visit other classrooms if more support or modeling are needed in facilitating discussions in classrooms promoting social diversity.	Teachers in need of more support in engaging students in discussions about social diversity may visit other classrooms to observe strategies on this topic.	The survey results will indicate an increase in the percentage of teachers comfortable with facilitating these discussions. This will also be observable by the school leader.	Coverage for teachers and possibly PD in this area will be needed.

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>Please select strongly agree, agree, disagree, or strongly disagree to the following statements:</p> <ol style="list-style-type: none"> 1. I feel comfortable sharing my thoughts, feelings, and my opinions with my teacher. 2. I feel comfortable sharing my thoughts, feelings, and my opinions with my classmates. 3. I feel comfortable talking about all aspects of my identity. 	Desired responses will be determined by the team after analyzing the survey results from the beginning of the school year.
Staff Survey	<p>Please select strongly agree, agree, disagree, or strongly disagree to the following statements:</p> <ol style="list-style-type: none"> 1. As a school we promote an appreciation for social diversity. 2. In my classroom, I promote an appreciation for social diversity. 	Desired responses will be determined by the team after analyzing the survey results from the beginning of the school year.
Family Survey	<p>Please select strongly agree, agree, disagree, or strongly disagree to the following statements:</p>	Desired responses will be determined by the team after

Commitment 2

	<ol style="list-style-type: none">1. I feel like my child is physically safe in school.2. I feel like my child is emotionally safe in school.	analyzing the survey results from the beginning of the school year.
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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.

- For the survey questions, we will establish quantitative goals to be met mid-year and at the end of the year.
- The school leader will use formal observations along with consistent classroom visits to observe how teachers are integrating social diversity into their instruction.
- The library will have a section designated for literature and resources designated to promote an appreciation for social diversity. There will be evidence through the sign-out process showing consistent use of the materials by teachers.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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?

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.

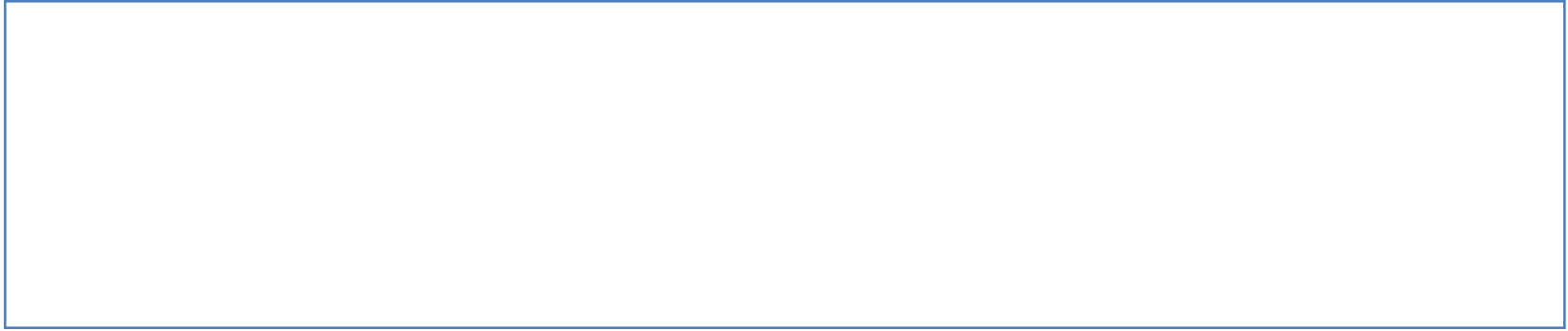
We believe these survey responses will give us good feedback about our progress with this commitment:

	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:

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

Commitment 3



COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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?

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:

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

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	We will be using Professional Learning Communities as our evidence based intervention strategy.
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We believe that this evidenced based intervention will support both of our commitments and many of the strategies included in each.

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
Ashley Ash	Parent
Abby Alix-Hansen	Teacher
Kristin Crouch	Teacher
Eric Ferrone	Dean of Students
Jennifer LaBelle	Parent
Amy Mooney	Teacher
Tricia Nixon	Teacher
Jeff Palmer	Principal

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
5/21/21		x				
5/26/21			x			
6/2/21	x					
6/4/21			x	x		
6/16/21					x	
6/28/21					x	x
7/14/21					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

The team learned that some of the students had difficulty responding to the interview question which asked: How does your school promote cultural or social diversity? As a team, we determined that it needed to be a commitment to begin promoting more of an appreciation for social diversity.

Equity Self-Reflection

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

From the Equity Self-Reflection we concluded several things in the areas outlined below:

- Initiate student-led civic engagement projects and school-based student leadership opportunities. This may be an area of focus with the Student Council next year, but not a commitment in the SCEP.
- Provide opportunities for students to develop projects on social justice issues. This may be an area more focused on with the Student Council next year. However, it will also connect to the focus on social diversity in some ways which is commitment #2.
- Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions). This will be the main focus for commitment #2.

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 adjustments to their plans when appropriate.