



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Longwood Central School District	Longwood Middle School	5 & 6

Collaboratively Developed By:

The Longwood Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Longwood 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 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 1

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening our ability to provide an inclusive curriculum where students see themselves reflected in teachers, leaders and learning materials.</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"> ● Re-imagine the school's vision and mission to be more comprehensive in order to build and facilitate inclusivity. ● Students shared during interviews that they are seeking the opportunity to learn about culturally responsive topics. ● According to the 2021 survey, students believe that the depth of culturally responsive teaching is limited to Black History Month, slavery, Native Americans and Dr. Martin Luther King Jr. and limited to Social Studies. ● Students expressed a need for opportunities for open dialogue to approach topics of race in a risk-free environment.

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>Re-imagine the school’s vision and mission to be more comprehensive in order to build and facilitate inclusivity.</p> <p>Students shared during interviews that they are seeking the opportunity to learn about culturally responsive topics.</p>	<p>Middle School Administration (MSA) will create and empower a focus group to update the the school’s mission statement (inclusive of faculty, staff, parents and students)</p> <ul style="list-style-type: none"> ● Emphasis will be on inclusivity of various diverse groups including culture, ability, language proficiency, gender identity/orientation and self-awareness. ● The vision will align with district goals and vision statements. <p>Lead teachers will develop a culturally responsive-sustaining education using the Culturally Responsive-Sustaining Framework (CRSF)</p>	<p>Longwood MS revised vision statement will be available on the school website and social media.</p> <p>MSA will administer a pre, mid-year and post student survey with a 10% increase in positive responses regarding the vision statement.</p> <p>Teachers will be able to use the CRSF to identify 2 strategies from each of the four principles to implement</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> ● MSA ● Focus Group Members ● SDM Team <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Survey via Google Forms, ● V-brick announcements ● Student/parent handbook, ● Facebook and school website. ● Meeting time and space <p>Responsible Parties:</p> <ul style="list-style-type: none"> ● SEL Coaches

Commitment 1

<p>According to the 2021 survey, students believe that the depth of culturally responsive teaching is limited to Black History Month, slavery, Native Americans and Dr. Martin Luther King Jr. and limited to Social Studies.</p> <p>Students expressed a need for opportunities for open dialogue to approach topics of race in a risk-free environment.</p>	<ul style="list-style-type: none"> ● MSA and Central administration (CA) will review the CRSF with teachers in Common Planning. <p>MSA will incorporate culturally responsive topics into the building culture.</p> <ul style="list-style-type: none"> ● MSA will identify culturally relevant books to be used as a book of the month ● This week in history announcements to identify important events and contributions to society from varied cultures. ● Work alongside the PTA to identify resources to mutually support one another. <p>MSA will implement a restorative circle time incorporated in the schedule.</p> <ul style="list-style-type: none"> ● Restorative coaches will utilize common planning & faculty meetings to provide ongoing professional development in restorative circles prior to MSA 	<p>during the school year.</p> <p>Lead Teachers and Directors will work collaboratively with teachers to develop curriculum maps reflecting elements of CRSF.</p> <p>MSA will administer a pre, mid-year and post student survey with a 10% increase in positive responses to identified questions related to culture disaggregated by sub-group.</p> <p>Students will receive a pre, mid-year and post survey asking about our cultural responsiveness with 10% increase in positive responses regarding vision.</p> <p>MSA will document staff receiving PD on Restorative Circles.</p>	<ul style="list-style-type: none"> ● Directors ● Lead Teachers ● Classroom Teachers <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Common Planning ● CRSF ● Curriculum Mapping Forma. ● Cultural Arts Funds ● Additional Extracurricular Club budget ● Money for books for each classroom. <p>Responsible Parties:</p> <ul style="list-style-type: none"> ● MSA ● Restorative Coaches
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Commitment 1

	<p>implementation.</p> <ul style="list-style-type: none"> ● Teachers will implement a restorative circle during the scheduled time. <p>The SCEP Committee will revise diversity training by creating a calendar of Cultural arts presentations culminating in a multicultural event.</p>	<p>SCEP will create Student and teacher feedback surveys specific to the events.</p>	<ul style="list-style-type: none"> ● SDC ● Teachers ● PTA <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Student Survey ● Common Planning & Faculty Meeting ● Community vendors, ● local organizations
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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	<p>(Focus groups of faculty, staff, parents and students will participate in drafting an updated version of the school’s vision statement. Emphasis will be on inclusivity of various diverse groups including culture, ability, language proficiency, gender identity/orientation and self-awareness.)</p> <p>I can either recite or summarize the school’s vision statement.</p>	10% increase in pre and post test results across all subgroups.

Commitment 1

	Our school’s vision statement includes language that applies to how I see myself.	
Staff Survey	<p>(Find opportunities to embed culturally responsive topics into the building culture using cultural arts, clubs, Book of the Month)</p> <p>I have the resources and knowledge-base to include culturally responsive topics into my lesson plans.</p> <p>I have provided students with an opportunity to discuss topics of race.</p>	10% increase in pre and post-test.
Family Survey	<p>(Focus groups of faculty, staff, parents and students will participate in drafting an updated version of the school’s vision statement. Emphasis will be on inclusivity of various diverse groups including culture, ability, language proficiency, gender identity/orientation and self-awareness.)</p> <p>My child can tell me about the Middle School vision statement.</p> <p>When reviewing artifacts of my child’s learning, I can find evidence of culturally responsive teaching.</p>	10% increase in pre and post test results across all subgroups.

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.

At the end of the 2021-22 school year, we believe that an inclusive curriculum will be reflective in the way students view themselves, their teachers and learning materials.

Commitment 1

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COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit the opportunity for every child to drive and shape their own 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>We believe as a school that students should have the opportunity to play a role in their educational/learning experience. Their learning should be student-centered driven by student interest and input in mind.</p> <p>The students' responses to their interviews drove this commitment. Most students said that they do not feel that their opinions and interests are taken into account when teachers are planning lessons, activities and/or events .</p> <p>According to the Student survey from Spring 2021, a majority of students interviewed expressed a desire for their opinions and interests to be considered when teachers plan lessons/activities/events. The responses to the survey indicated a disconnect between teacher planning of lessons/activities/events and student input. Many of the students offered strategies and ideas that they would like to see in an effort to grow the success of all students.</p> <p>This fits into the school's long term plans by having student engagement levels increase due to the lessons/activities/events being of interest to the students. The expectation is for students to have a more positive and active role in their learning since their opinions are taken into consideration. This lends itself to creating an overall positive educational experience because students will feel acknowledged and validated.</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>Monthly Class Discussion</p>	<p>Teachers 1x monthly will use Restorative Circles to ask students questions related to how they would best like to learn about upcoming topics.</p> <ul style="list-style-type: none"> For example “In Social Studies this month we are learning about Spanish Explorers. What are your favorite ways to study this topic?” (ex: Kahoot, Blooket, textbooks, picture books). 	<p>MSA will conduct a triannual student survey with improvement triannually, on questions related to their participation in the planning and preparation of classroom lessons/activities.</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> MSA Teachers <p>Resources Needed:</p> <ul style="list-style-type: none"> Survey <p>Chromebook/desktop computers</p>
<p>Peer Leadership Team</p>	<p>Peer Leadership Advisors will create a Peer Leadership Team (PLT) to work alongside Student Govt. Officers in an effort to increase inclusivity amongst the student body and foster leadership skills.</p>	<p>SGA attendance of meetings will denote attendance of (PLT) members.</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> SGA 3 PLA <p>Resources Needed:</p> <ul style="list-style-type: none"> Budget funds Club Advisors Space to meet Transportation

Commitment 2

<p>Early Warning Intervention System (EWIS) or Multi-Tiered System of Supports</p>	<p>MSA and Student Support Services Coordinator will create an MTSS process wherein teacher teams and learning specialists will utilize assessment data and behavioral data within common planning to develop a tier intervention plan.</p> <ul style="list-style-type: none"> ● Lead Teachers 	<p>MSA and Coordinator will quarterly review with teacher teams documented MTSS meetings. All students who are identified will have documented intervention strategies with supporting progress data.</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> ● MSA ● Coordinator ● Lead teachers ● Learning Specialist ● Teachers <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Common Planning ● MTSS Forms

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	(At least once a month, during Restorative Circles, students will be asked a question related to how they would best like to learn about upcoming topics). I feel that my opinions and interests are taken into consideration when my teachers are planning their lessons and activities.	10% increase in pre and post test results across all subgroups.
Staff Survey	(At least once a month, during Restorative Circles, students will be asked a question related to how they would best like to learn about upcoming topics). I feel that I take my students' opinions and interests into consideration when planning lessons and activities	10% increase in pre and post test results
Family Survey	(At least once a month, during Restorative Circles, students will be asked a question related to how they would best like to learn about upcoming topics). I feel that my child’s opinions and interests are valued by their teachers when they are planning lessons and activities.	10% increase in pre and post test results across all subgroups.

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

We will be able to know if we are making progress in this commitment if students feel a connection to what they are learning and feel that their opinions and ideas matter. We will know if this is true by the results of the student survey which will be given 3 times a year. We should see the percentage increase in the number of students who state their opinions and interests are valued.

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 strengthening student relationships between their peers and staff.</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 our students need to feel safe, respected, and have a true sense of belonging. Relationships are vital to student success both with teachers/staff and between peers.</p> <p>Students expressed in interviews that although they feel comfortable speaking with their teachers about their learning, they would like teachers to consider their opinions more often, build relationships with them, and listen more intently. They expressed the desire for teachers to know more about them personally, but found it difficult to identify ways in which they could be supported by staff. In some cases, students stated that they did not always know who to turn to support their emotional, social and physical wellness.</p> <p>Parents shared that overall their children have been able to develop meaningful relationships with their teachers, some stronger than others. School gives students the opportunity to find common interests with their peers and socialize without the use of social media or technology.</p> <p>When completing the Equity Self-Reflection Survey, the majority of participants responded "integrating" in response to fostering close relationships with students and families, including working with families to gather insight into students' cultures, goals and learning preferences. Our performance is growing in relation to this topic of relationship building.</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>Restorative Practices</p>	<p>MSA will implement a restorative circle time incorporated in the schedule.</p> <ul style="list-style-type: none"> ● Restorative coaches will utilize common planning & faculty meeting time to provide ongoing professional development in restorative circles prior to MSA implementation <p>MSA and House Captain will use a restorative approach to discipline and conflict resolution.</p> <ul style="list-style-type: none"> ● MSA, teachers and staff and house captain will ensure responses to Office Discipline Referral (ODR) practices will reflect restorative practices 	<p>MSA will document all staff receiving PD on Restorative Circles.</p> <p>MSA will randomly informally observe teacher restorative circles to assess fidelity.</p> <p>MSA will interview with students, staff and parents for feedback on discipline and conflict resolution process.</p> <p>MSA and Data Committee will review SWIS data reflecting a decrease in ODR by 5% from Pre-COVID baseline. Create a survey to assess commitment to</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> ● MSA ● Restorative Coaches ● Teachers ● House Captain ● SCEP Committee <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Professional development time ● Survey ● Common Planning and/or faculty meetings ● Director of Mental

Commitment 3

	<p>Director of Mental Health Services & Student Attendance will present a parent workshop on restorative practices</p>	<p>implementation.</p>	<p>Health Services and Student Attendance</p>
<p>Check-In / Check- Out (CICO) Behavior Intervention</p>	<p>CICO facilitators will check in with at-risk students identified by the MTSS process at the beginning of the and end of each day.</p> <ul style="list-style-type: none"> ● MSA will identify teacher/staff facilitators. ● MTSS teams will identify students for CICO ● Wellness Team will pair students with teachers ● CICO facilitators will follow the existing system in place for phasing students in and out. 	<p>CICO facilitator will review and share progress quarterly with MTSS teams and MSA on indicators that led to the initial CICO referral.</p> <p>MSA will administer a student survey and disaggregate the student data to CICO students identifying performance on questions regarding teacher-student relationships.</p>	<p>Responsible Parties:</p> <ul style="list-style-type: none"> ● MSA ● MTSS teams ● Wellness Team ● CICO Teachers <p>Resources needed:</p> <ul style="list-style-type: none"> ● CICO forms (triplicate) ● CICO portion of SWIS ● Student Survey

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	(Conducting restorative circles to build relationships) “I have at least one close, positive friend at school.” “I feel like at least one adult in the building knows the real me.” “I know who I can go to in school if I need help, or someone to talk to.”	10% increase in pre and post test results across all subgroups.
Staff Survey	(Conducting restorative circles to build relationships) “I feel like I know the majority of my students on a personal level.” “I feel like my students have developed a sense of community within our classroom.” “I feel like students will come to me when they need help or someone to talk to within the building.”	10% increase in pre and post test results.
Family Survey	“I feel like my child has made close and trusting relationships with peers.” “My child is able to identify an adult in the school building whom they could go to for help and support.”	10% increase in pre and post test results across all subgroups.

Commitment 3

	"I feel like my child's teacher has taken the time to truly get to know my son/daughter."	
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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.

We believe if the following happens, we can clearly see that we are making progress:

Decrease in the number of disciplinary referrals (ODR, Bus Referrals) by 5% in comparison to the 18/19 (pre-Covid) school year.

Increase in student attendance in comparison to 18/19 (pre-Covid) school year.

Triannual student survey reports will show a 10% increase of teachers, students and staff answered "yes".

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	<p>Commitment #3: We commit to strengthening student relationships between their peers and staff.</p> <ul style="list-style-type: none"> • Adopt graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation.

Evidence-Based Intervention Strategy Identified	Early Warning Intervention and Monitoring System
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Evidence-Based Intervention

<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment #1: We commit to strengthening our ability to provide an inclusive curriculum where students see themselves reflected in teachers, leaders and learning materials.</p> <ul style="list-style-type: none"> ● EWIS will allow the teachers to provide responsive intervention based on the presented needs of individual students. <p>Commitment #2: We commit the opportunity for every child to drive and shape their own learning.</p> <ul style="list-style-type: none"> ● EWIS allows student response to instruction to inform the supports provided to meet the curricular standards.
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<p>Evidence-Based Intervention Strategy Identified</p> <p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Professional Learning Community</p> <p>Commitment #1: We commit to strengthening our ability to provide an inclusive curriculum where students see themselves reflected in teachers, leaders and learning materials.</p> <ul style="list-style-type: none"> ● PLC provides collaborative time for teachers to plan curriculum that is inclusive. <p>Commitment #2: We commit the opportunity for every child to drive and shape their own learning.</p> <ul style="list-style-type: none"> ● PLC provides opportunities for teachers to collaborate on EWIS. ● PLC provides opportunities for training for Restoratives Circles which will in turn create capacity for teachers to get feedback from students to shape their learning.
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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	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Yvette Mercado-Tilley	principal
Martine Francois-DePass	assistant principal
Amy Garbacz	school counselor
Allison Level	school counselor
Shardae Cunningham	school social worker
Temika Thomas	teacher
Michael Makenzie	teacher
Dana Rollins	teacher
Arthur Rivera	teacher
Morgan Constantino	teacher
Kristopher Yodice	teacher
Bridget Delutio	parent
Krysten DiBenedetto	parent
Tiffany Morozinis	parent
Jennifer Ennis	parent
Jamie Cagna	parent

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
4/23/21				X		
4/29/21				X		
5/21/21			X	X		
5/26/21		X	X	X		
6/9/21	X					
6/11/21	X					
6/14/21	X					
6/17/21	X					
6/19/21	X					
6/21/21	X			X	X	
7/1/21					X	

Our Team's Process

7/6/21					X	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

Student interview results fueled the commitments based on the recurring responses/themes. Every one of our commitments was written with the student responses in mind. We built our SCEP trying to ensure that our commitments lead to a positive change from our current student survey to our student surveys in the future.

Equity Self-Reflection

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

The Self-Equity Survey informed the team's plan as the majority of participants responded "integrating". For example, in response to fostering close relationships with students and families, including working with families to gather insight into students' cultures, goals and learning preferences. Our performance is growing in relation to this topic of relationship building. In keeping the information received from the Equity Self-Reflection Survey and discussions related to that information in mind, we wrote commitments to increase our levels of engagement for students in relation to equity, inclusivity and diversity.

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.