

**School Comprehensive Education Plan**

2021-22

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Schenectady City School District | Schenectady High School | 9-12 |

|  |
| --- |
| Collaboratively Developed By: |
| The Schenectady High School SCEP Development Team  Wendy Ausfeld  Christopher Chank  Jac Cohn  Nicola Dutre  Gregory Fields  Damien Folds  Jonathan Goyette  Jenny Hayes  Jocelyn Hoffmann  Jessica Marley  Kargsia McDuffie  Oriana Miles  WIlliam Pickett  Ady Pina  Shastidy Ponce  David Preston  Benjamin Rosenthal  Amanda Ruther  Molly Schaefer  Molly Silvanic  Kira Vasconez  Philip Weinman  Kathleen Wylie  *And in partnership with the staff, students, and families of Schenectady High 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) 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)](https://vimeo.com/547580129)
* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month.pdf)
* [Staying Connected with the School Community Throughout the Development of the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/staying_connected_with_the_school_community_throughout_the_development_of_the_scep.pdf)
* [Sample SCEP: Cohesive, Relevant Curriculum](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_cohesive_relevant_curriculum.pdf)
* [Sample SCEP: Deepening Connections](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_deepening_connections.pdf)
* [Sample SCEP: Graduation and Success Beyond HS](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_and_success_beyond_hs.pdf)
* [Sample SCEP: Graduation through Relationships](http://www.nysed.gov/common/nysed/files/programs/accountability/2021-22_scep_sample_commitment_-_graduation_through_relationships.pdf)

# COMMITMENT 1

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We are committing to adopting and integrating into the classroom curriculum a social emotional learning focus for teachers and students. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | As we return from a year of virtual and hybrid instruction we will need to be intentional about how we develop our student’s skills in social interactions. We know that teachers, students and their families have suffered multi-layered trauma from the experience of the last year and the training and support we provide will allow everyone to be successful.  In conversations with our students and teachers we discovered that the loss of these social interactions was the most impactful - as everyone felt out of touch with their usual support structures. Students in particular have indicated that they miss their friends and fear the unknown of a new school and school year. The majority of our incoming 9th and 10th graders have never been inside Schenectady High School.  Making this commitment focuses our work around both restorative practices and trauma sensitivity. Having our teachers understand their own feelings and emotions about the experience of the last year will assist them in supporting their students. |

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 Screener | We worked with subgroups to choose a new SEL Screener for SHS / SCLA. We will be using the DESSA-High School Edition. | * Student progress monitoring at three points during the school year. * Improved data for PPS teams and administrators | We are purchasing the screener to use for all high school students |
| Continued use of Restorative Practices within the building for students and staff | Restorative and community building circles within all classrooms, advisory groups and Professional Learning Communities. | * improved metrics like attendance, lower behavior incidents and increased student engagement * Student and adult participation in circles | Training opportunities.  We will need to utilize our trained TSS and Restorative staff members to assist new and inexperienced staff |
| SEL Curriculum | Working with counselors, social workers and teachers, we will create our SEL content for the start of the school year and will encourage teachers to continue to use it throughout the year. While this is occurring we will use our SEL sub-committee (made up of PPS, teachers, students and parents) to research and choose a SEL curriculum for the high school for the 2022-23 school year. | * Increased attendance * Improved student results on SEL screener and generalized feelings of belonging | We are looking to purchase a curriculum for the high school buildings, likely for full implementation in the 2022-23 school year. |
| Trauma Sensitive School | SHS and SCLA will continue its work on TSS initiatives and training for school staff and students. | * Improved student outcomes in attendance and academic progress * Decrease in student behavior referrals * Improvement in surveys around the culture and climate of the buildings by students and staff | Continued work of our TSS Committee  Training for staff |
|  |  |  |  |

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  *(e.g. % agree or strongly agree)* |
| Student Survey | The teachers, staff, and administrators at my school demonstrate genuine concern for me.  I feel safe at school. | 85%+ agree or strongly agree |
| Staff Survey | If given a choice, I would recommend that a parent select this district for his or her child. | 60%+ agree or strongly agree |
| Family Survey | The teachers, staff, and administration at this school demonstrate a genuine concern for my child. | 90%+ agree or strongly agree |

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

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| Improved attendance and academic success rates  Improved satisfaction survey results  Improved faculty and staff morale |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2021-22?** | We are committed to advancing our work around equity and anti-racism in order to reduce our disproportionality in student outcomes. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | As we move into the second year of our Anti-Racism work we know that a close examination of our school based practices and the degree to which they contribute to our disproportionate outcomes is necessary to make progress for our Black and Brown students.  An analysis of the high school data shows that Black and Brown students are at higher risk of dropping out, being retained, receiving a behavioral referral or suspension and being classified. We know that we must be intentional in addressing these disproportionate outcomes by examining our underlying assumptions and unconscious biases and examining the systems that impact students throughout their time in the high school buildings. |

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? |
| Year two of our Anti-Racist Building Leadership Team | Our AR-BLT team worked, in its first year, to learn and to educate others about the systemic ways that racism continues to negatively impact our Black and Brown students. Year two will be focused on using this knowledge to identify, describe and dismantle these systems and to replace them with equity focused structures that assist students in being successful | * Monthly ARBLT meetings * Quarterly SHS / SCLA High School level AR-BLT Summits to share experiences, strategies and plan for the future * Increased staff participation in Anti-Racist work * Survey results * Decreased disproportionality in outcomes for Black and Brown students | Faculty commitments of time  Resources for books for all staff and for paying for time outside of the school day for planning and implementation. |
| Book Studies - starting with: So You Want to Talk About Race by Ijeoma Oluo | All high school staff at SHS and SCLA will read the book So You Want To Talk About Race and participate in circle discussions around the topic in order to share experiences and opinions. | * Increased faculty reflection and engagement in conversations involving equity and anti-racism * Decrease in behavioral referrals for Black and Brown students * Increase in academics outcomes for Black and Brown students | Faculty Meeting time for reflective conversations about the book  Resources for books for all staff and for paying for time outside of the school day for planning and implementation. |
| AR-BLT Book Studies - starting with: We Want To Do More Than Survive by Bettina Love | Members of the Anti-Racist Building Leadership Teams at SHS and SCLA will participate in a book study | * Increased faculty reflection and engagement in conversations involving equity and anti-racism | Monthly AR-BLT meetings plus weekly or bi-weekly subcommittee work |
| Professional Development Opportunities (ongoing) | Working with district level administrators in the area of creating professional development opportunities for faculty meetings, superintendent conference days and for afterschool in the areas of equity and anti-racism. | * Culturally Responsive Curriculum work is happening at the district level this summer. We will continue that work into the school year and the building level * Ongoing circle conversations and extended learning opportunities | Professional Development resources including costs of possible presenters, money for planning, etc. |
|  |  |  |  |

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  *(e.g. % agree or strongly agree)* |
| Student Survey | Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.  Students at this school are respectful of each other. | 80%+ agree or strongly agree  75%+ agree or strongly agree |
| Staff Survey | My principal/supervisor sets clear expectations for judging my performance. | 70%+ agree or strongly agree |
| Family Survey | My child has every opportunity to be successful at this school. | 85%+ agree or strongly agree |

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

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| Numbers of students and staff engaging and participating in conversations around equity and anti-racism  Student attendance and academic outcomes  Improved climate and culture metrics  Increased participation in extracurricular activities by both students and staff |

# 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?** | In order to foster connections between students and the school community, we are developing an advisory structure for the high school. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | This commitment connects to the school’s vision of supporting our students’ success and personal growth through deep and long term relationship building, school-wide community building, and skill building. We will center student voices in order to create a climate of belonging, empathy, respect and trust.  We saw the need for Advisory and Social Emotional Learning as critical components of a well-thought-out reentry plan for our students after they have been out of the school building for what will be 18 months. We understand the power that one caring adult can have in the life of a high school student.  Our committee is excited about creating a space for students to gain knowledge and skills that transcend specific curriculum areas and provide students with resources as they prepare to leave formal education and enter careers and/or higher education.  As we return from a year of virtual and hybrid instruction as well as the current nationwide social climate we will need to be intentional about how we develop our students’ skills in social interactions. We know that teachers, students and their families have suffered multi-layered trauma from the experience of the last year and the training and support we provide will allow everyone to be successful.  In conversations with our students and teachers we discovered that the loss of these social interactions was the most impactful - as everyone felt out of touch with their usual support structures. Students in particular have indicated that they miss their friends and fear the unknown of a new school and school year. The majority of our incoming 9th and 10th graders have never been inside Schenectady High School. |

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? |
| Creation of an Advisory Sub-committee to work together with administration and faculty | The sub-committee will develop a thematic curriculum to augment social, emotional, and life skills, while creating an environment that provides students with extra support and connects them with peers and staff. Our committee will guide the work throughout the year and make adjustments as needed. | Feedback and data from faculty who are participating in the advisory groups regarding the quality of the curriculum materials and the structure of the advisory groups | Time and resources to support committee members in the work during the summer and throughout the school year to develop, implement and adjust the advisory curriculum |
| Creation of a google classroom and curriculum to ensure easy implementation for staff | All High School staff will have access to a google classroom that will have materials for teachers to use, guidance around the materials, and the ability to provide support to teachers in the google classroom format. | We will conduct a survey at the beginning, middle, and end of the year to see if staff, students, and families feel as though our school Climate and Culture has become more positive. | We will use funding to pay teachers to create the materials, provide support for staff, and to create and review the surveys. |
| PD during Supt. Conference days and support throughout the year | All High School staff will engage in professional development in order to implement a sound advisory program for our students. | We will ask staff to fill out a google form after the PD to ensure we have met their needs, and if not how we can best follow up. | We will need to ensure staff engagement as well as planning periods during the summer to ensure we are prepared to provide PD. |
| Relationship Building | All HS staff and students will engage in open and honest conversations about their past, present, and future, as well as any current social issues. | We will conduct a survey at the beginning, middle, and end of the year to see if staff, students, and families feel as though our school Climate and Culture has become more positive. | Faculty commitment to engaging honestly and openly. |
| Peer to Peer Mentoring | Students will work together in heterogeneous groups during advisory with an even mix of 9, 10, 11, 12th graders to ensure that the next group of students is more prepared than they were | We will review grade and attendance data, as well as conduct the school climate and culture survey | We will use many of the CFES Brilliant Pathways curriculum around peer mentoring as well as their technical support. |
| Staff to Student Mentoring | All HS staff and students will engage in open and honest conversations about their past, present, and future, as well as any current social issues. | We will review grade and attendance data, as well as conduct the school climate and culture survey | Faculty commitment to engaging honestly and openly. |

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  *(e.g. % agree or strongly agree)* |
| Student Survey | The teachers, staff, and administrators at my school demonstrate genuine concern for me.  I feel safe at school.  The Climate of the school is positive and supportive. | 85%+ agree or strongly agree  85%+ agree or strongly agree  85%+ agree or strongly agree |
| Staff Survey | If given a choice, I would recommend that a parent select this district for his or her child.  The Climate of the school is positive and supportive. | 60%+ agree or strongly agree  85%+ agree or strongly agree |
| Family Survey | The teachers, staff, and administration at this school demonstrate a genuine concern for my child.  The Climate of the school is positive and supportive. | 90%+ agree or strongly agree  85%+ agree or strongly agree |

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

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. |
| Student attendance and academic outcomes  Improved climate and culture metrics  Improved satisfaction survey results  Improved faculty and staff morale |

# 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?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* |  |

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? |
|  |  |  |  |
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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  *(e.g. % agree or strongly agree)* |
| 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](about:blank)

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 Practices |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | The commitments we are planning for the 2021-22 school year utilize the same methods and priorities of the Restorative Practices strategy. As we return to the building with all students and staff it is essential that we continue to focus on ensuring that our culture is one where our students feel safe to focus on their learning.  Our use of restorative practices will ensure that we face our disproportionality and find alternative ways to keep students engaged in their learning without resorting to denying students access to their learning. Engaging our faculty and staff in the use of restorative practices with assist in developing relationships with the students that support learning. |

## ☐ 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 |
| Wendy Ausfeld | Teacher / Admin Intern - SHS |
| Vidyani Campbell | Student - Class of 2023 |
| Christopher Chank | Executive Principal |
| Jac Cohn | Teacher - SHS |
| Theresa Dansin | Teacher - SHS |
| Leia Depeche | Teacher - SHS |
| Nicola Dutre | Teacher - SHS / SCLA |
| Lisa Fagan | Teacher - SHS |
| Gregory Fields | Principal - SCLA |
| Damian Folds | Community Engagement Specialist |
| Jonathan Goyette | Principal - Class of 2022 |
| Jenny Hayes | Teacher - SHS |
| Jocelyn Hoffmann | Principal - Class of 2021 |
| Melissa Hughes | Teacher - SHS |
| Jessica Marley | Teacher - SCLA |
| Kargsia McDuffie | Principal - Class of 2023 |
| Oriana Miles | Teacher - SHS |
| Kristine Moore | Parent - SHS |
| William Pickett | Assistant Principal - SCLA |
| Jerry Persaud | Student - Class of 2022 |
| Dr. Ady Pina | Assistant Principal - Class of 2022 |
| Shastidy Ponce | Parent Liaison - SHS |
| David Preston | Principal - Class of 2024 |
| Benjamin Rosenthal | Teacher - SHS |
| Rukmani Ramsahoye | Parent - SHS |
| Amanda Ruther | Counselor / Department Chair |
| Molly Schaefer | Engagement Dean - SHS |
| Molly Silvanic | Teacher - SCLA |
| Kira Vasconez | Assistant Principal - Class of 2025 |
| Thomas Verret | Assistant Principal - Class of 2024 |
| Philip Weinman | Engagement Supervisor - SHS |
| Kathleen Wylie | Admin Intern - SCLA |
|  |  |

## 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 |
| 4/19/21 | **x** |  |  |  |  |  |
| 4/21/21 |  |  |  | **x** |  |  |
| 4/22/21 |  | **x** | **x** | **x** |  | **x** |
| 4/27/21 | **x** |  |  |  |  |  |
| 5/3/21 | **x** |  |  |  |  |  |
| 5/8/21 |  | **x** | **x** | **x** | **x** | **x** |
| 5/10/21 | **x** |  |  |  |  |  |
| 5/13/21 |  | **x** | **x** | **x** | **x** |  |
| 6/10/21 |  |  |  |  | **x** |  |
| 6/15/21 |  |  |  |  | **x** |  |

# Learning As A Team

## Directions

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

### Student Interviews

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| Describe how the Student Interview process informed the team’s plan |
| We met virtually with students regarding the culture and climate of the building. The students we interviewed provided their perspective on how the building functions and is perceived by the students. Their answers and those provided in the student version of the climate survey indicated the areas that we needed to focus, specifically, in the area of social emotional learning, Anti-Racism and Equity and our development of an advisory program for the high school. |

### Equity Self-Reflection

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| Describe how the Equity Self-Reflection informed the team’s plan |
| Our collaboration around completing and reviewing our Equity Self-reflection allowed us to share the ways that we function well and the areas of growth. Our disproportionate outcomes for Black and Brown students was the key data driver in our reflection and commitments. |

# 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](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf) 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.