



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Port Chester-Rye Union Free School District	Port Chester Middle School	6-8

Collaboratively Developed By:

The Port Chester Middle School SCEP Development Team

See below -

And in partnership with the staff, students, and families of the Port Chester Middle School

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2021-22?	Develop a comprehensive vision for high quality instruction and assessment that includes differentiation and personalized learning at Port Chester Middle School
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>Through varying data collections in the 2020-2021 school year, there was an identification of the following:</p> <ul style="list-style-type: none"> • During focus groups, middle school teachers reported having opportunities to collaborate within Academies, but not with teachers across Academies. • While meeting with teachers to review student work, tasks presented tended towards low cognitive rigor and showed a low expectation of student performance. • 20% of MS parents surveyed disagree that this school has quality programs for my child's talents, gifts, or special needs. <p>In our school of nine academies, which embrace our vision of "Success for Every Student," Port Chester Middle School has sought to review curriculum and grading policies to focus on access and alignment, and focus on differentiating and personalizing instruction. In each grade level, there are three academies that collaborate interdisciplinarily. While our dedicated teachers are hardworking, we discovered a disconnect between teachers/departments when it comes to grading philosophies within the grading policy.</p> <p>We will review the data for all staff and students and each grade level after each quarter to inform instruction. This commitment allows for teachers to monitor curriculum and student progress.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review curriculum materials across grade levels at the middle school	<p>Using the following guiding questions, review all curriculum and programs with collaborative stakeholders- Guiding Questions:</p> <ul style="list-style-type: none"> • What curricular materials are being used within the school? • Do the curricular materials being used meet the vision/mission of the school? • Do the curricular materials meet the needs of all students? How? • Are curricular materials up-to-date and innovative? • Do curricular materials represent an appropriate level of rigor for all students? 	<p>Review of qualitative and quantitative assessment data collected quarterly and annually</p> <p>Report of curriculum material review shared at the department, academy, and schoolwide levels</p> <p>Identify areas for curriculum revision</p>	<p>Time to conduct reviews</p> <p>Sub coverage for teachers involved in the process</p> <p>Funds for after school and summer curriculum review/revision</p> <p>Outside expertise, as needed</p>
Crosswalk curriculum materials for alignment horizontally and vertically	<p>Using the following guiding questions, conduct a curriculum crosswalk:</p> <ul style="list-style-type: none"> • Are all classes within a subject area using the same curricular materials? 	<p>Review of qualitative and quantitative assessment data collected quarterly and annually</p> <p>Report of curriculum material review shared at</p>	<p>Time to conduct reviews</p> <p>Sub coverage for teachers involved in the process</p>

Commitment 1

	<ul style="list-style-type: none"> ● Do curricular materials build upon one another through grade levels to develop deeper and cohesive learning experiences? <p>Conduct norming sessions for school leaders around the Danielson Framework to ensure consistency across leaders and to align expectations for high-quality instruction.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● Do all reviewers agree as to what constitutes high-quality instruction? ● Do all reviewers value the same teaching techniques? On what is the value system based? ● Where do reviewers hold biases? 	<p>the department, academy, and schoolwide levels</p> <p>Identify areas for curriculum revision</p>	<p>Funds for after school and summer curriculum review/revision</p> <p>Outside expertise, as needed</p>
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I understand how grades are assigned. I feel prepared to do well on class assignments. My teachers develop a rigorous learning environment.	80% agree
Staff Survey	I can converse with other teachers at my grade level in a timely fashion about current and upcoming curriculum to collaborate and plan. I understand my grading policy will be similar to my colleagues and how that benefits students.	100% agree
Family Survey	I am happy with my child's education. I understand the teachers' grading policies.	80% 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.

Qualitative
<ul style="list-style-type: none"> School leaders will help all members of the school community understand the post graduation expectations for success in college, careers, and citizenship - including how these expectations are changing in an increasingly global and interconnected society.

Commitment 1

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|---|
| <ul style="list-style-type: none">● Establish entry and exit criteria for what students need to know, understand, and be able to do.● School leaders will ensure that all staff members are up to date on standards that define what students need to know and be able to do to meet grade-level standards and graduation requirements. |
| <ul style="list-style-type: none">● School leaders will guide staff members in determining and aligning courses of study, curriculum, and instructional strategies that will best meet expectations for success and the needs of all students while articulating a vision of quality instruction aligned with research based characteristics of effective pedagogy. |
| <ul style="list-style-type: none">● School leaders will ensure that teachers have timely access to formative assessments and data systems that enable them to monitor individual learning and make adjustments. |
| <ul style="list-style-type: none">● The MTSS Framework will be used to guide the progressive use of appropriate interventions to ensure student growth and achievement (relates to Priority 2). |

Quantitative
<ul style="list-style-type: none">● Establish curriculum review process, structure, and related digital storage and representation of curriculum.● Establish teams for curriculum review work (grade level, content, etc.)● Completed Curriculum Review Documents● Completed Curriculum Crosswalk and Alignment Documents
<ul style="list-style-type: none">● Apply norming protocols. 100% of administrators have engaged in norming sessions. Identified and aligned expectations for high-quality instruction.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	Build a culture of inquiry and data study 6-8 with a strong focus on outcomes and achievement that supports the whole child
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>This commitment aligns to success for every student by using data to track student progress. Sharing standards based progress in every class will provide students and families with a clear picture of where their student is at, beyond progress reports and report cards.</p> <p>We use the STAR Assessment and the Phonics and Initial Reading Inventory as outside assessment tools. We believe that teachers need to be able to progress monitor their classes through varying data points. Teachers are in the process of developing pre and post assessments for each class section. We are adding this method of assessment to our school. Currently, teachers are being asked to create pre and post testing in the 2nd and 4th marking periods and will eventually be asked to assess in marking periods 1-4.</p> <p>This will give teachers an immediate snapshot of student growth and will help drive their planning and lessons moving forward. This commitment fits into the long term plan of using data driven instruction and analysis to increase student growth and success annually. The data will help determine students who are in need of RTI services. In addition, a Middle School Data Team has been established and trained on the "Driven By Data" structure; this team will be turn-keying information to the faculty as a whole.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Pre and Post Assessments	Each teacher in each section will give pre and post assessments in the 2nd and 4th marking periods	Data will be shared with administration and teachers will be able to see and use it for instructional planning	Time to create them Substitute coverage Funds for curriculum writing
Data Driven Instruction	A Leadership team member will meet with each department at least once per month to support them in their use of our internal assessments	Teacher feedback will determine next steps Student progress will be used to determine accuracy of the assessments	Time and support
Departmental Analysis and Planning	Teachers will meet in departments and review the data collected and the success of the tools used	Teachers will determine the success of the assessments and how accurately they measure student performance	Time and support Money for data collection software
Attendance Data	Daily, monthly, quarterly and annual monitoring to identify students needing additional supports and to monitor the impact of interventions	Increasing percentages of students in school and decreasing tardiness	We added an attendance secretary and a second school nurse

Commitment 2

			<p>We are investigating an attendance that can streamline for parents</p> <p>Weather permitting, we have the capability to deliver instruction remotely</p>
Internal Teacher Performance Data	Informal Walkthroughs and Formal Observations	<p>Teacher growth, seen from one observation to the next</p> <p>Contractually tenured teachers have 2 observations and probationers have 3</p>	<p>Time for teams to gather, continue the process of creating the data collection tool, and data software</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 (e.g. % agree or strongly agree)
Student Survey	Teachers share information about local assessments and grades with me and how to accomplish my goals.	90%
Staff Survey	I review individual students' progress with them using data notebooks. I explain to students how to make progress toward their goals.	90%
Family Survey	I will know how my child is progressing in school and in all their classes using the Home Access Center of eSchoolPLUS. I know how to use the Home Access Center of eSchoolPLUS to see my child's school information, attendance, and grades.	75%

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.
The use of the data from STAR Assessments will provide data for individual students which will help teachers develop appropriate adjustments to curriculum and instruction. It will help teachers identify areas of students' strengths and weaknesses. Reports will include such scores as Scaled Score, Percentile Rank, Instructional Reading Level, and Zone of Proximal Development.
Teachers will be able to review their teaching based on the student pre and post assessments by marking period.

Commitment 2

Qualitative
<ul style="list-style-type: none"> ● School leaders will engage faculty, students, and parents in setting goals for student learning that are clear, actionable, and reflective of high expectations.
<ul style="list-style-type: none"> ● A results-oriented culture will emerge from the collaborative development of expectations, and the clear communication of these expectations. School leaders will launch the school wide focus on desired outcomes and continuously adjust strategies to effectively and efficiently achieve these outcomes.
<ul style="list-style-type: none"> ● In creating goals to meet expectations, school leaders, staff members and students will map backward to create milestones, and benchmarks for achieving interim results (Backwards Design).
<ul style="list-style-type: none"> ● Once goals are set, school leaders will build the will and skill for continually investigating data among staff members and encourage them, through coaching and mentoring, to use the correct data to inform decisions. ● School leaders will lead the staff in monitoring data to assess progress towards goals and to make data-informed decisions to achieve the identified results. This monitoring will lead to improvement in student learning as well as teachers' instructional practice. When goals or milestones are reached successfully, school leaders will celebrate the results and the people involved.

Quantitative
<ul style="list-style-type: none"> ● Functioning School-Based Data Study Team ● PCMS teacher leaders and faculty complete SWBOCES Data Study Institute
<ul style="list-style-type: none"> ● Develop a common practice of reviewing student work and clarifying RtI at PCMS using local benchmark assessments. Develop a common criteria for RtI and appropriate support across grade levels.

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?	Continue to develop a culture of inclusivity to provide all students with fair, just, and personalized learning and growth opportunities
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> 	<p>We commit to continue to develop a positive social-emotional school culture which is inclusive of all, safe and nurturing.</p> <p>With the return of students to schools since the pandemic began, we have seen a variety of social-emotional concerns for both students and staff. In order to promote a culture of inclusivity and fair, just, and personalized learning, social-emotional needs must be addressed.</p> <p>Students' social-emotional health is directly connected to their ability to learn and their success both socially and academically. Some students need to relearn how to attend school and interact with others in person.</p> <p>We are committed to bringing in a new social-emotional program to PCMS and the School District.</p> <p>Through varying data collections in the 2020-2021 school year, there was an identification of:</p> <ul style="list-style-type: none"> • 24% of MS parents surveyed disagree that the school helps them figure out what social and emotional skills my child needs to develop (e.g., self-control, problem-solving, or getting along with others). • 22% of students disagreed that students have a lot of chances to help decide things like class activities and rules. • 28% of MS students surveyed disagree that at this school, students talk about the importance of understanding their own feelings and the feelings of others.

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?
DBT (Dialectical Behavior Therapy) Training	All administration and student support staff will begin ongoing training to learn/develop techniques to address social-emotional needs of our students	Student surveys of well-being will be used to gauge progress	Schedule/time, money Training on DBT from Cognitive Behavior Consultants
Develop authentic connections with students via support staff and teachers	Hold in-school and after school events where students, staff, and administrators can invest in our community outside of the classroom	Student surveys of well-being will be used to gauge progress	FSW (Family Services of Westchester) staff Social Worker Additional School Psychologist to be hired
Review curriculum materials across grade levels and schools for social-emotional learning	Using the following guiding questions, review of all curriculum and programs with collaborative stakeholders- Guiding Questions: <ul style="list-style-type: none"> What curricular materials are being used within the school when it comes to social-emotional learning? What curricular materials are being used within the school when it comes to encouraging student voice? 	Review and report out of qualitative and quantitative data collected regarding social-emotional learning and student voice	Time to conduct reviews Sub coverage for teachers involved in the process Funds for summer curriculum work

Commitment 3

			Outside expertise, as needed
Professional Development on PLCs	Teachers will be offered opportunities for ongoing professional learning through the PLC model with building leadership facilitating the work	Review and report out of qualitative and quantitative data collected regarding social-emotional learning and student voice	<p>Time to conduct reviews</p> <p>Sub coverage for teachers involved in the process</p> <p>Funds for summer curriculum work</p> <p>Outside expertise, as needed</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 (e.g. % agree or strongly agree)
Student Survey	My teacher cares about me. I know who my counselor is and that he/she is there to assist me. My administration is accessible to me. Teachers and administration understand my culture.	90% 100% 100% 90%
Staff Survey	My administration is accessible to me. Rules and policies are applied fairly.	90% 90%
Family Survey	The school is welcoming to all families. The school's programs reflect, respect, and value the diversity of the families in the community.	90% 90%

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.

Students will begin to develop the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. They will be better able to cope with everyday challenges and benefit academically, and socially.

Commitment 3

Qualitative
<ul style="list-style-type: none"> ● A comprehensive review of existing systems, practices, and policies at each school will take place to ensure that each student feels valued and that at least one adult - a teacher, administrator, or staff member recognizes the student's individual needs.
<ul style="list-style-type: none"> ● School leaders will guide the review and study of school practices for any instances in which practices have a negative influence on certain groups of students. ● The diagnostic process will use Data Study and collaborative inquiry to examine formal school policies, deliberate levels for student learning, access to resources and staff. ● Discipline policies will be reviewed to ensure that student misconduct is addressed in a fair manner. Student data regarding suspensions, detentions, course enrollments, etc. will be examined. ● The school will respond to the questions: <ul style="list-style-type: none"> ○ Is the school inclusive? ○ How is this determined?
<ul style="list-style-type: none"> ● School leaders will guide members of the school community in identifying and implementing strategies that promote inclusivity and to identify professional development opportunities.
<ul style="list-style-type: none"> ● School leaders and the K-12 faculty will participate in professional development that supports this priority.
Quantitative
<ul style="list-style-type: none"> ● Building protocols for talking and engaging in aligned conversations. School leaders and faculty will participate in professional learning. ● School leaders and faculty will identify a change in practice that they will engage in during the upcoming school year.
<ul style="list-style-type: none"> ● Data relating to disproportionality will be examined using a data study. Administrators will identify disproportionalities and lead study groups in each school/at each level to address this evidence. Administrators will put into place changes in practice recommended by study groups to try to address needs.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>PLCS will take place weekly during academy planning time for interdisciplinary teams that educate the same shared students. Each of the below points will assist with priorities 1-3, as curriculum, data, and personalized learning will be assessed through the PLC model.</p> <ul style="list-style-type: none">• Collect and analyze data• Develop and try out instructional solutions• Assess the impact of these solutions

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	
Sara Morabito	Grade 6 ReadingTeacher	Middle School
Juanita Mitchell	Grade 6 Mathematics Teacher	Middle School
Rebecca Mynio	Grade 7 ELA Teacher	Middle School
Aaron Warren	Grade 7 Mathematics Teacher	Middle School
Lauren Ryder	Grade 8 Mathematics Teacher	Middle School
Phil Mutino	Teacher's Assistant	Middle School
Jeanette Sanderson	Grade 8 ELA Teacher	Middle School
Amy Aristy	District Social Worker	Middle School
Katie Smook	School Counselor	Middle School
Diantha Barone	Assistant Principal	Middle School

Sandra Villanova	Parent	Middle School
Gage Saresky	Student	Middle School
Joseph Capalbo	Assistant Principal	Middle School
Christine Rascona	Assistant Principal	Middle School
Patrick Swift	Principal	Middle School

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
2/10/21	X					
4/7/21				X		
4/30/21				X		
5/10/21		X		X	X	
6/11/21						
8/30/21			X	X	X	
9/1/21		X	X	X		
9/14/21			X			
9/21/21						
9/22/21	X	X				
10/14/21						
10/22/21			X			
10/26/21		X	X	X	X	

Learning As A Team

Directions

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

Student Interviews

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

Based on student responses, it was identified that students need social-emotional support as well as academic support in their core subjects. DBT was adopted and training is occurring to provide students with the necessary resources to grow socially/emotionally. Pre and post assessments were created to provide teachers with relevant data that will drive and tailor instruction to individual students' needs.

Equity Self-Reflection

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

Based on the Equity Self-Reflection, we reflected in the four categories to identify that a welcoming and affirming environment feels safe-requires that we seek out and provide professional learning on socio-emotional, a need for reviewing curriculum materials to ensure high expectations and rigorous instruction as well as inclusive curriculum and assessment and partaking in ongoing professional learning and support. All areas of our plan were directly derived from both the self-reflection document and other data points to provide a picture of needed areas of support.

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.