



# School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Poughkeepsie City School District	Poughkeepsie High School	9-12

**Collaboratively Developed By:**

**The Poughkeepsie High School SCEP Development Team**  
 (SCEP Team Members: consider including a list of team members' names here)

- Dr. Phee Simpson-Principal**
- Ms. Pushkantser- Director of Secondary Education**
- Ms. Wright- Assistant Principal**
- Mr. Wood -Assistant Principal**
- Ms. Worsley - ELA Chair**
- Dr. Considine - Science Chair**
- Ms. Carrion - Foreign Language Chair**
- Mr. North - Music Chair**
- Ms. Livermore - Math Chair**
- Ms. Ward - Social Studies Chair**
- Gayle Gerard- Special Education Chair**
- Mr. Zach Martin -Parent**
- Ms. Tamoya Norwood - Parent**

*And in partnership with the staff, students, and families of Poughkeepsie 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](#),” 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 2022-23 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

### COMMITMENT 1

#### Our Commitment

<b>What is one commitment we will promote for 2022-2023?</b>	We are committed to developing an academic environment where learning and academic success are our main priorities through an instructional focus that is centered around <i>Mission Literacy</i> , DDI practices, increased attendance, and opportunities for Credit Recovery. Scholars will also be given the opportunity to attend Regents Prep.
	We are making this commitment to increase students' academic achievement through our <i>Mission Literacy</i> focus. As a team we commit to engaging in Professional Learning Communities in order to develop and implement Mission Literacy practices for classroom implementation. In addition, we will analyze data to identify problems of practice matched with learner centered gaps in content/skill, study and implement research based learning strategies and best practices, and incorporate common protocols, rubrics and performance based assessments to intellectually engage and challenge our students.

Commitment 1

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><b>Reimplementation of Mission Literacy</b></p>	<p>During September Superintendent Conference days, a reintroduction to Mission Literacy will be presented to all staff through professional development sessions.</p> <p>During PLC's, teachers will focus on developing and implementing the Mission Literacy focus that includes Visual Roll Out, Table and Graph Analyzation, Extended Response, and the Literacy Toolkit. A Mission Literacy Implementation Schedule will be developed for all departments to follow.</p>	<p>Each teacher will select a High, Medium, and Low example to share in PLC's. Teachers will work together to share best practices and plan for instruction based on student work.</p>	<p>Time during Superintendent's Conference Day, PLC time allotted for developing resources and analyzing results.</p>

Commitment 1

<p><b>Common Formative Assessments</b></p>	<p>During PLC's teachers will work on developing and implementing common formative assessments to monitor data.</p> <p>This will help create alignment across grades and content areas.</p> <p>Teachers will then use the data from these common formative assessments during data cycles to identify areas of strengths, gap, and determine strategies to address instructional gaps and students' needs in a reteaching plan.</p>	<p>Using common formative assessments will allow teachers to align best practices school wide. Additionally, if we use common formative assessments teachers will be able to make adjustments in their instructional practice on a regular basis to tailor instruction directly to students' needs, this will in turn improve instruction and student achievement.</p>	<p>Time during PLC for developing new CFA's. Time during PLC to analyze results of CFA's and plan for reteaching when necessary.</p>
<p><b>Data Cycles</b></p>	<p>The building will provide a testing calendar with specific dates for CFA implementation.</p> <p>In addition to any diagnostic, regents, and AP exams we will work to monitor in class formative assessment data. Such data may include anecdotes during discussions/socratic seminars, class assignments and tasks, and debates.</p> <p>Teachers will review the data in PLC's in order to identify strengths and areas of need for students, determine student groupings for their classes, identify specific topics that require corrective teaching (teaching the content in a new way), and determine specific strategies to address students' needs.</p>	<p>The strategies determined by teachers will be monitored in house through formative assessments.</p> <p>CFA's will take place in December and mid- March to monitor overall progress of students' in all subject areas.</p> <p>Teacher practice will improve based upon their planning and data informed instructional decision making. Teachers will utilize the DDI model for all data analyzation and instructional decision making.</p>	<p>Teachers will be provided with access and disaggregated data at PLC and department meetings. Teachers will be given time during PLC's to plan for instruction based on the results of the data cycles.</p>

Commitment 1

<p><b>Structured common planning time</b></p>	<p>Teachers will use google docs to maintain collaborative files for their grade level and department teams with the following components:            1) Meeting agendas and minutes            2) Data cycles documented with a DDI protocol provided by the district and the growth monitoring to determine areas of improvement and areas that are struggling and require additional teaching strategies to fill the gaps            3) Strategies the teachers are or will use to address gaps and interventions based on the data</p>	<p>Success and progress will be monitored through the review of the documents, diagnostic data for growth, and common strategies will be used across classrooms. Teachers will use the data to help drive their instructional classroom tiered interventions.</p>	<p>Google Classroom and google docs platform and PD, if needed            Schedule for meetings             Time-making sure the time during these meetings is not interrupted</p>
<p><b>Literacy Cafe/Interdisciplinary Planning</b></p>	<p>Monthly meetings that include focused professional development on literacy strategies during an after school Literacy Cafe. Monthly meetings that allow time for interdisciplinary discussions and planning.</p>	<p>Through professional development and structured planning time, teachers will be able to reflect upon their lessons, monitor and discuss their progress and ensure a strong instructional focus with high expectations and engagement in their classrooms.</p>	<p>Time            PLC meetings            PD Sessions</p>

Commitment 1

<p><b>Structured and targeted professional development</b></p>	<p>Professional development for faculty and staff will focus on academic achievement based on the data.</p> <p>Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms.</p> <p>This may include collaborative professional development workshops, coaching from the administration team, Director of Secondary Education, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.</p>	<p>After reviewing the results of each diagnostic and classroom data to determine student progress, PD will be implemented to sustain and ensure ongoing growth.</p> <p>This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.</p>	<p>Google docs for instructional walkthrough forms</p> <p>Time</p> <p>Scheduled time and professional development calendar in collaboration with the district and BOCES</p>
<p><b>Implementation of FILW's and Peer Visitations</b></p>	<p>During walkthrough the administrators will determine ways teachers incorporate the data based instructional strategies. Throughout the year and share data with the staff during faculty meetings.</p> <p>Teachers will take part in peer classroom visitations to observe best practices.</p>	<p>Administrators will be able to provide useful feedback to improve instruction and engage students in meaningful ways.</p>	<p>Time- the principal and district admin will set clear time for this work to ensure it is uninterrupted</p>

Commitment 1

<p><b>Parent Empowerment Center Collaboration</b></p>	<p>Collaborating on a regular basis with the Parent Empowerment Center to provide informational sessions that help parents understand the instructional practices in PHS and requirements for graduation.</p> <p>Parents will be provided with an important takeaway to support their student’s success at Open House/Parent Conferences.</p>	<p>Parent feedback</p>	<p>Time to collaborate with the Parent Empowerment Center.</p>
<p><b>Credit Recovery/Extended Day</b></p>	<p>We will provide additional staff to teach credit recovery classes, using courseware, so that students who require credit recovery will be able to take classes after school in order to fulfill any deficits in their graduation requirements.</p> <p>The credit recovery program will run from 2:45-4:45 pm. Teachers will be hired to work from 2:45-4:45.</p>	<p>We will monitor students’ throughout this program to ensure their success.</p> <p>There will be ongoing check ins and monthly meetings with the teachers in order to ensure that students pass and succeed in the credit recovery programs.</p> <p>Counselors will meet with the students on a monthly basis to check in on students and monitor their progress, address any issues/concerns, and provide support as needed.</p> <p>Communication with parents/guardians/families will occur on a monthly/bi-monthly basis in order to support students’ success.</p>	<p>Additional teachers</p> <p>Space for classes</p> <p>Courseware</p>



Commitment 1

<p><b>Monitor and increase student attendance</b></p>	<p>As a school we will work on monitoring our teacher and student attendance. Attendance directly affects student progress. Students will receive calls, and a protocol will be put in place to address chronic absenteeism, including home visits to ensure that students who are chronically absent are provided with support in order to increase their attendance.</p> <p>Our goal is to decrease daily teacher absences by 3%. In order to address the causes of this attendance concern we will establish norms for school and community at large to provide students with consistent rigorous instruction.</p>	<p>During SY 2022-23 administration will communicate the expectation that the Crisis Intervention Team will use the Tiered Framework shown below to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.</p>	<p>Tiered Framework</p> <p>Crisis Intervention Team will assist in monitoring chronic absenteeism</p>
<p><b>Regents Prep for remediations to scholars to increase the passing rate</b></p>	<p>As a school community we will offer Regents Prep to all scholars who failed a past Regents Exams. The improved scores will help increase the graduation rate of the high school.</p> <p>Scholars will be notified about the classes being offered in the five Regents that are needed to meet the NYSED requirement for completion of high school to graduate.</p>	<p>During the 22/23 SY we will offer Regents Prep for the January 2023 and June 2023 Regents Exams after school. We will see how many scholars pass their Regents after attending Regents Prep.</p>	<p>Administrator to oversee the program and check daily attendance.</p> <p>Additional Teachers</p> <p>Extra Materials for review</p>

## Commitment 1

### 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>
<b>Student Survey</b>	<p>My teacher provides me with support when I don’t understand the material in class.</p> <p>My classes give me the materials I need to be successful.</p> <p>My classes provide me with strategies/tools to meet my individual learning needs.</p>	85%
<b>Staff Survey</b>	<p>I have the resources to link the strategies, content, and materials to address the individual needs of all of my students.</p> <p>I have been provided with opportunities to collaborate and learn from/with my colleagues to implement best practices pertaining to the curriculum.</p> <p>I feel confident implementing curricula and using data that advances my students’ academic success.</p>	85%
<b>Family Survey</b>	<p>I feel the school staff provides my child with support when they need it academically.</p> <p>The School has provided me with opportunities and/or workshops to support my child.</p> <p>I feel the school welcomes parents, asks for parent input and allows me to ask questions, share concerns, and obtain support for my child.</p>	85%

## Commitment 1

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 2022-23 school year.

By July 2023, 75% of the students will have passed their core courses and met the requirements on the NYS regent exam in the respective content for Algebra I, Living Environment, English 11, and Global History II

We will achieve these goals by doing the following:

- reimplementing Mission Literacy
- implementing CFA's and Corrective Teaching Plans
- implementing FILW's

## Commitment 2

### COMMITMENT 2

#### Our Commitment

<p><b>What is one commitment we will promote for 2022-2023?</b></p>	<p>We are committed to ensuring an inclusive and positive learning environment where all students' feel they belong.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We want to minimize referrals, suspensions and time spent out of the classroom by providing students with a strong system that supports their social and emotional needs. Students shared that they want to feel that they are part of a family in school and to be safe. By addressing their social-emotional needs we will ensure they have a safe environment that promotes learning. By developing a strong SEL program through our PBIS, MTSS systems, along with a counselor of SEL and an Assistant Principal of Culture and Climate, we will work to address our students' social and emotional needs, while ensuring equity for all our students.</p> <p>We will work with our teachers to provide an inclusive and positive learning environment and with the use of PBIS, MTSS, and evidence-based interventions, we will be able to ensure students feel safe in the school both physically and safely to take academic risks, thereby supporting their academic and social-emotional needs.</p>

Commitment 2

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><b>Create a PBIS team with MTSS aligned plans to support students emotional, social, and academic needs</b></p>	<p>PHS will implement an MTSS team, composed of administrators, counselors, grade team representatives, and additional staff members.</p> <p>This team will meet regularly to discuss issues pertaining to school behavior, discipline data and PBIS implementation. The MTSS/PBIS team will tier students within their grade level using the MTSS Framework.</p>	<p>The counselors will work with each grade level team to monitor progress through ongoing check-ins, data monitoring, and meetings to share our progress. They will also support in creating action plans to address students' individual social and emotional needs. We will use a google doc to share and track student growth and evidence based interventions.</p> <p>We will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.</p>	<p>student meeting form</p> <p>google data tracker</p>
<p><b>Implement and monitor the impact of the PBIS systems tiered behavioral and academic interventions in collaboration with the Executive Director for Students with Exceptionalities and the MTSS district plan</b></p>	<p>The MTSS Coordinator will work with our PBIS team to implement key interventions as outlined in our PBIS plan.</p> <p>MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction,</p>	<p>Our PBIS plan will go as follows: PHS staff will use the matrix created by the Committee (with feedback from the entire staff) on the PRIDE values (Perseverance, Respect, Involvement,</p>	

Commitment 2

	<p>differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.</p>	<p>Direction, Empathy) to reward students when they display expectations / positive behaviors. Students will earn one point rewards. Points, beginning from scanning into the building on time in morning with their ID card, will automatically increase in their account. All staff will have access to reward points to students.</p> <p>Students will be able to spend their points in the Pioneer pride School Store, gain access to the Pioneer Pride Student Lounge at lunchtime and after-school, purchase raffle tickets for incentive prizes and gain entrance to trips, programs and special events.</p> <p>The MTSS team will analyze the tiered data to plan events and address concerns as they arise. Student representation will be present on the planning team.</p>	
<p>Professional Development for teachers</p>	<p>Administration will provide training in conjunction with RPC through Students with</p>	<p>Feedback, surveys, and data will be monitored to</p>	<p>Time</p>

Commitment 2

	<p>Exceptionalities in restorative practices, PBIS, and MTSS in order to support teachers in the referral process, supporting them in integrating students back into the classroom after their behavior has been addressed through Tier 3 interventions, and professional development on tier 1 in class interventions.</p>	<p>determining the impact of the PBIS systems in place</p>	<p>Counselors</p>
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## Commitment 2

### 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>
<b>Student Survey</b>	I feel that the school provides a family-like environment.  I feel welcome in the school.  The school offers after school activities that I am interested in.  I can really be myself at this school.  Teachers at this school are interested in my ideas.  I feel connected to an adult in the PHS community.  I feel the PHS community helps me be empowered and successful.	85%
<b>Staff Survey</b>	The school provides opportunities for all students to experience success.  Professional Development is provided to help me support the social and emotional needs of my students.  The school implements programs that address the social and emotional needs of the students.	85%
<b>Family Survey</b>	My child feels connected to this school.  The staff at this school care about my child.  My child and I feel welcome in the school.	85%



## Commitment 2

	My child feels safe at school.	
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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 2022-23 school year.

We will work to decrease student referrals and suspensions by 15%.

We will work to minimize the number of repeat offenders.

In order to ensure full implementation of PBIS, all staff will be trained in the MTSS models and the matrix to be used for behavioral expectations.

In order to ensure full implementation of MTSS and Ramapo for children, 100% of teachers will be provided with professional development that focuses on social emotional support. TCI skills and strategies will be introduced to all staff.

Our Crisis Intervention Team will identify at risk students, based on their attendance, behavior logs, and academics, and provide these students with targeted, tiered interventions.

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
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p>PHS will use planning time to allow for professional learning communities in order to foster opportunities for professional development, data discussions and peer collaboration of best practice. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. Administration, with the SSP as a collaborative partner, will monitor shared folders to ensure that teacher teams are adhering to the meeting expectations and provide actionable feedback when required.</p> <ul style="list-style-type: none"> <li>● Data Cycle (Admin facilitated) <ul style="list-style-type: none"> <li>○ Teams Collaboratively Review</li> <li>○ Teams and Depart Chair: Review and revise action plans</li> <li>○ Participate in a PDSA data cycle around a problem of practice</li> </ul> </li> <li>● MTSS Team</li> </ul>

- Monitor attendance
- PBIS / student referrals and progress
- Team Planning
- Professional Development / workshops

## 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
Dr. Phee Simpson	Principal
Ms. Pushkantser	Director of Secondary Ed.-district
Ms. Wright	Assistant Principal
Mr. Wood	Assistant Principal
Ms. Worsley	Teacher
Mrs. Gerrard	Teacher
Dr. Considine	Teacher
Ms. Carrion	Teacher
Mr. North	Teacher
Mrs. Livermore	Teacher
Ms. Ward	Teacher
Mr. Zach Martin	Parent
Ms. Tamoya Norwood	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
6/7-6/9	x		x	x		
7/29					x	
8/12		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**

The student interviews provided us with insight pertaining to how our students felt and what their experiences are like at Poughkeepsie High School. This informative process provided us with insight pertaining to their academics, social and emotional needs, and perspectives on the high school community overall. This information was used to make targeted decisions during this process to devise this plan. The plan takes these facets into account and breaks them down to a more granular level. The students' insights provided us with the validation needed to achieve our goals and to ensure our students' input was implemented to address each of their suggestions and specific needs.

#### Equity Self-Reflection

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

The equity self reflection informed this plan because it provided an equity lens throughout each commitment and strategy. Equity is inherent in our instructional focus, which also informs every one of the tenants we chose for this plan. Ultimately our commitments focus on providing our students with an equitable learning experience in which they are able to learn and grow as students, individuals, and independent learners.

## 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 adjustment to their plans when appropriate.