School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Baldwinsville CSD	Theodore R. Durgee Junior High	8-9

Collaboratively Developed By:
The Durgee Junior High School SCEP Development Team **TJ Fraher, Laurie Turton, John Courain, Jen Medwid, Lindsay Cesari, Brittany Casolare, Christene Rolfe, Dave Stagnitta, Jane Guglielmo, Pat Speach, the Durgee LIFT team** *And in partnership with the staff, students, and families of Durgee Junior 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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

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

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

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

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	**We commit to continued academic improvement by providing our students with a relevant and cohesive curriculum supported by instructional practices that meet the needs of our diverse student population.**
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?*	The Baldwinsville school district vision and mission includes a focus on educational excellence and high levels of learning for all students. In addition, we strive to ensure equal access, opportunity and choice for all. Our Durgee Junior High School mission statement indicates that we are dedicated to the success of every student. Our data indicates a need to adapt classroom practices to better fit the needs of all students. Our initial TSI focus area was our special education population, and we will continue to track their progress and provide necessary support. This year, in order to best meet the needs of all students, especially in a pandemic, we must look to improve our curriculum and instruction in all subject areas. The data we have looked at to inform this plan demonstrated a need to improve student academic support in the form of co-teaching, extra help during the day, consistent procedures, and improved feedback and communication. Student and teacher surveys given in the 2020-21 school year indicated that by and large we do not give students much choice in what they learn or how they are assessed in the classroom. The "How Learning Happens" document provided by the state indicates that "having an opportunity to learn about something you're passionate about in school can make people more willing to learn". Another instructional area that stood out in student survey data was that students didn't feel that teachers were consistently connecting lessons with their interests, cultures or real life. In addition, in our Equity Self Reflection, we identified "assuming collective responsibility to learn about student cultures and communities" and "including students as co-designers of curriculum" as well as " supporting teachers in conducting cross-curricular culturally responsive planning" as areas in which we were emerging. Research demonstrates that when students feel included and have more control over their learning, there is more engagement in the classroom. In addition, relevance also plays a key role in engagement. Relevance in this sense includes current events, inclusion of different cultures and backgrounds, and active learning strategies.

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?
Increased use of differentiation strategies to provide multiple ways for students to have voice and choice in their learning and how they communicate mastery of a unit or topic	Training in and use of differentiation methods, such as, but not limited to the Universal Design for Learning framework in all classrooms (Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.) When possible, such as for research projects or independent reading, students will be given a choice about what topic they research or what book they select. Teachers will be encouraged to give students more choice in what they learn about Use for choice boards or similar options as formative and/or summative assessments	Students will report being able to learn and show their mastery of a topic in different ways Informal classroom walk throughs will demonstrate use of differentiation strategies Teachers will be regularly asked to submit exemplar strategies and lessons to be highlighted in department/faculty meetings and professional development Learning coaches and librarians will keep records of times they collaborate with teachers who are using differentiation strategies effectively	Time/Funding for PD in differentiation, possibly Universal Design for Learning or other applicable frameworks Instructional coaching to build teacher capacity in use of differentiation strategies, including the use of choice boards.

| Continued implementation of research-based co-teaching practices | Creation of 1-2 consistent co-teaching teams in every core area

Co-teaching teams will use multiple models of co-teaching as learned in previous training (2020-21 school year and summer) and be given continued time to develop their skills, including shared planning periods

PD will be offered to help teachers build better partnerships with all adults in the learning environment (other teachers, TAs) | Schedule at the beginning of the year will show that co-teaching teams have been established and are given shared planning periods

Teachers will report that their shared planning time is respected and useful, and that they have been given the opportunity to plan and develop their teaming throughout the year.

Surveys or check-in interviews for students in co-taught classrooms will report/list benefits of the co-teaching model. | process in place to assign and support consistency in co-teaching pairs

Schedule that assures co-planning for our teams

Professional development time/funding/facilitation to allow for follow up training for co-teaching to add to the previous year's training

Instructional coaching cycles for teachers and teams who are looking to better utilize TAs as co-teachers

Opportunities for co-teaching teams to work in cooperation with learning coaches to observe other teams to learn from/with them

Summer paid hours for co-teaching teams the week prior to the start of the school year, so that they can use their class lists and IEP information to create action plans for student support

Additional staffing - special education staff to build co-teaching program so that all core areas offer co-teaching |
| Multiple methods of student academic support will be worked into the school day | Use of Link time for student support

Dedicated help labs in all core content areas | Students will report having multiple opportunities to get help during the school day when they need it | Room and staff availability for Link/Help labs |

	Use of STAR data to inform instruction and provide necessary access points for learners at all levels Use of STAR, formative, and/or summative assessment data collaboratively with students to set learning goals and reflect on progress	Students will be able to identify areas of strength and areas where they need to grow academically Throughout the year, students, especially those in our focus subgroup, will be progress monitored using measures such as course average, student work, attendance data, and district universal screening methods such as , STAR testing	Schedule and staffing that allows for dedicated help lab support in all or almost all content areas Time/funding/Learning Coach support for use of data in the secondary classroom Additional staffing - TA and/or special education teachers to guarantee help lab availability to all students
Teachers will work to build connections between curriculum and student's outside lives, cultures, futures and interests.	A student advisory council will be created where students can share what is important to their lives and what they enjoy learning about Teachers will continue to develop lessons that bring in current events and are relevant to the diverse interests of all students in their classroom Teachers and Administrators will explore the possibility of adding more elective courses driven by student need and interest Equity audits or equity report cards will be used to help teachers reflect on the diversity of their course materials Teachers will be given opportunities to learn about student cultures and	Student advisory council will be created and an agenda item will include discussing the connection between curricular content and their lives. They will report that more teachers are working to make their learning relevant. Regular student advisory council meetings will be scheduled throughout the year Equity report cards will lead to the request for more relevant course materials where necessary	Additional staffing to expand opportunities for academic support and elective coursework during the school day PD opportunities including instructional coaching related to culturally relevant instructional practices Time for creation of a student advisory council. Also need to create a structure to determine which students will be on the council. Consistent student advisory council meetings throughout the year that will inform instruction and opportunity in the building.

communities in ways that are relevant to instruction Professional development from Dr. Sharroky Holly on Culturally and Linguistically responsive teaching and learning will be provided throughout the year Select teachers will be involved in a book study from Dr. Sharroky Hollie on Culturally and Linguistically Responsive Teaching and learning in the fall	Participants in Dr. Hollie's book study will report out to departments/staff to share their learning	Equity audit/report cards that can be uniformly used across content areas Support, time, and funding for Dr. Hollie's workshops

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 receive the academic support that I need in order to be successful - I have multiple opportunities to choose **what** I learn in the classroom - I am offered choice in **how** I learn (for example - I could watch a video, or read, or listen to someone read to me) - I have multiple opportunities to choose how I show what I've learned. (For example, a teacher might let you pick which question to answer on a test, or a teacher might let you pick between creating a Slides presentation or writing a paper.) - What I learn in school is relevant/interesting or the things I'm learning in school are important to me - I see people of many races, cultures, and identities represented in what I learn at school	75% agree/strongly agree
Staff Survey	- I regularly provide opportunities for my students to decide how they are assessed in my classroom. For example, they pick which question they want to answer, or they pick what kind of final product they want to create. - Where appropriate, I give my students opportunities to have a voice in what they learn in the classroom - Students in this school receive the support and assistance they need to be successful - I connect my instructional content with the daily lives of my students using culturally-specific examples that tap into their existing interests, knowledge, and youth culture.	75% agree/strongly agree
Family Survey	- My student receives the support that they need in order to be successful - My student has opportunities to learn things that are relevant to their lives outside of school	75% agree/strongly agree

	● My student has opportunity to demonstrate their knowledge in different ways	

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.
80% of our students will perform at or above grade level as measured by the Districts Universal Screening Assessments and/or their final course averages Teachers, coaches, and administrators will progress monitor student growth, with a focus on subgroup growth (students with disabilities), throughout the year, using student work, progress reports, marking period grades, assessments and district screening

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to creating a safe, inclusive, and welcoming environment for learning by deepening connections between students, staff, and the community
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?*	Students' individual identities and life experiences are important components of learning and development (How Learning Happens). This includes race, ethnicity, religion, socioeconomic status, ability, language, etc. Baldwinsville School District has a diversity and equity mission statement that states that we are "committed to providing an inclusive and equitable environment for all students, staff and families. We value and embrace diversity within our schools and our community. We believe that each individual is unique, and acceptance of our individual differences regardless of race, ethnicity, gender, socio-economic status, sexual orientation, age, abilities, religious beliefs, political beliefs, and other ideologies provides an opportunity for all to enhance their knowledge, recognize their value, and grow to reach their full potential. Through our work we will ensure that all students are prepared to live productive and responsible lives as citizens in the ever changing global community." Student surveys and interviews reported that some students weren't attending school or were choosing remote learning in 20-21 because they felt as if they couldn't be themselves at school. Several students who were interviewed referenced a feeling of conflict in the building regarding inclusive practices. All students need to feel safe, respected, supported, and a true sense of belonging in order to learn (How learning happens). In interviews, our students expressed that they want teachers to talk to them about life outside of school and they want teachers to know them in meaningful ways. In order to do this in a more intentional way, our equity self-reflection demonstrated a need for our staff to "assume collective responsibility to learn about student cultures and communities" and "foster close relationships with families to better understand culture" We want the building to feel like a second home to students, one in which they are supported socially, emotionally, and cognitively. When we do that, more learning takes place.

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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?
Using CR-S framework and Equity self reflection to build an understanding of student lives/cultures	Increasing teacher awareness of the CR-S framework through professional development offerings throughout the year Collective work to understand student and family backgrounds and how they influence learning	Teachers will report understanding of CR-S framework Decreased referrals and attendance issues in our subgroup populations	Funding/Time for PD in CR-S framework Time to complete future Equity self reflections
Social/Emotional + Mental Health support to build connections with students	Consistent use of and training in social emotional learning (SEL) practices (SEL refers to the skills and abilities that allow individuals to relate to others, set goals, manage emotions, and resolve conflict) Use of Positivity Project resources Strategic implementation (guided by student need and BIMAS data) of SEL practices with the support of the SEL Learning coach (examples - circles, weekly check-ins)	Monitor BIMAS data Student and parent feedback will be collected in multiple ways (including but not limited to mid year and end of year survey)	SEL Learning coach Time/Funding for after school professional development Time during department or faculty meetings to discuss practices Funding for ACCESS, Promise Zone, and Liberty Resources

	Using department meeting time to introduce and reflect on use of NYS SEL Benchmarks Training or Resources for parents, students, and teachers on mental health Use of outside agencies to support students: - Promise Zone - ACCESS - Liberty Resources		
Student advisory council (SAC) will be formed to grow student leadership capacity and solicit feedback from students of different backgrounds and interests	SAC will be formed and will include students who (not an exclusive list): - are part of the leadership of school extracurricular activities (pres, VP, etc of each club, including 9th grade councils and student council) - have been identified and recommended by teachers/Staff - are part of our diverse communities/subgroups SAC meetings will include time to give feedback on social and emotional needs of students in the school	SAC will be formed by the end of October Regular SAC meeting schedule will be created SAC members will give continual feedback on school culture and will be proactive in creating student-driven solutions to problems	Collection of names of students in club leadership positions Structure set up to select students for SAC Leaders (possible paid position) who would be willing to run the SAC this year and in the future A budget for SAC created initiatives
Improved dialogue and communication	Parent meetings and focus groups held throughout the year based on interest, to be held in ways and at	Parent information sessions or focus groups	Time/Space/Funding for parent focus groups or informational meetings

between the school and families	times where more parents can participate Increased parent participation and feedback in the SCEP process Efficient use of email, social media, and mail communication to parents about topics of interest	held with increased frequency Parent feedback will be discussed and used as part of improvement planning processes Parents will report an increased understanding of the availability of social and academic support available to students	Parent volunteers for SCEP review
Improving school climate by celebrating our students in many ways	Growth based: continue celebration of students who raised averages over time Celebrating students monthly or quarterly for contributions to the school community (trait based, not grade based) Provide students with opportunities to celebrate with each other - Homecoming, Moving up day, pep rally	Climate surveys mid-year and at end of year Scheduling of monthly/quarterly student celebrations	structure/leaders in charge of different celebrations time for student opportunities during the school day Funding for celebrations

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	- This school cares about my mental wellbeing - There are adults in this school who I can turn to for help - I feel like I can be myself in this school - I have had the opportunity to learn about other cultures, backgrounds, languages or orientations different from my own. - I think about others' feelings during all interactions, and try to imagine what it feels like to be in another person's shoes. - I help to create a school environment where my classmates feel supported and valued - I feel connected to my school - My school celebrates all types of students	75% agree or strongly agree
Staff Survey	- This school supports students' social and emotional needs - The school values the work I do to support students' social and emotional needs. - This school celebrates all types of learners - This school communicates well with students and community members - I build rapport and develop positive relationships with students and their families by learning about their interests and inviting them to share their opinions and concerns.	75% agree or strongly agree

	● I provide regular opportunities for social emotional learning strategies within my lessons.	
Family Survey	● My child feels connected to this school. ● The staff at this school care about my child. ● The school communicates clearly and effectively with families ● Families are included in school decision making	75% 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.
We want to create a climate where students feel connected, valued, and celebrated.

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	Instructional coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills. Common roles for coaches include: Commitment 1: We commit to continued academic improvement by providing our students with a relevant and cohesive curriculum supported by instructional practices that meet the needs of our diverse student population

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	- Provide leadership and facilitation to collaborative work including, but not limited to data collection and progress monitoring - Professional development to support student learning - coaching cycles with teachers seeking to improve instruction in the above ways Commitment 2: We commit to creating a safe, inclusive, and welcoming environment for learning by deepening connections between students, staff, and the community - facilitation of parent/student groups and solicitation of feedback for current and future school improvement - Professional development related to SEL strategies (SEL coach)

☐ 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	**N/A**
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	**N/A**
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
T.J. Fraher	Principal
Laurie Turton	Assistant Principal
John Courain	Assistant Principal
Jen Medwid	TSI Learning Coach
Lindsay Cesari	Teacher
Jane Guglielmo	Teacher
David Stagnitta	Teacher
Brittany Casolare	Teacher
Christene Rolfe	Teacher
Patricia Speach	Teaching Assistant
	Parent
	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
May 2021	x					
June 2021		x				
August 2021			x	x	x	
September 2021	x		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

Student feedback was considered in several ways throughout the process. In the 20-21 school year, students in our identified subgroup were interviewed in order to determine ways they could be supported. In addition, Diversity and Equity/School Climate surveys were given to students in the Spring. These surveys demonstrated that students felt they didn't have much of a voice in what/how they learn and how they demonstrate their knowledge in different classes. They also showed that they felt that their teachers did not connect lessons with their daily life/interests/culture. This demonstrated an increased need for learning about and incorporating culturally responsive practices in our school. We expanded these interviews to include all members of our student population and conducted student interviews of more than 20 students. These students were a good representation of our student body, including our diverse subgroups. These Interviews showed that we were making progress in the following ways: Students felt that they had adults who would support them if they needed it. They reported that many teachers are working to purposely build relationships with students, and students report that these things happen when teachers really know them personally and don't just talk about class content. Students are happy to be back at school full time and do not wish to go back to remote learning. Teacher feedback was a huge indicator in whether or not students felt they were on track in school. They are getting used to being back in school and wish that their teachers were more flexible and understood their home lives better and consider them in decisions such as how much homework to assign. Some additional areas of growth included a need for clear communication about expectations in academics and in school rules such as dress code. Students demonstrated a desire to have more chances to socialize and build relationships with other students. They feel like covid protocols are still keeping this connection from happening. Students sensed tension among students of different religious and political views in relation to issues of diversity.

Equity Self-Reflection

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

The equity self reflection was completed in June of 2021 and Durgee was a mix of emerging and integrating. The school could benefit from further equity report cards or reflection on the CR-S Framework to guide practice. Some of the emerging points that are areas of growth included (but were not limited to) - Assuming collective responsibility to learn about cultures and communities, provide opportunities for students to develop projects on social justice or civic engagement, Integrate current events into daily instruction, include students as co-designers of curriculum, and providing opportunities for all staff to receive training on topics related to diversity, equity, and inclusion. This last point is worked into both priorities and increased PD offerings on these topics will be available in the 21-22 school year.

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.