



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Groton CSD	Groton Jr./Sr. High School	6-12

Collaboratively Developed By:

The Groton Jr./Sr. High School SCEP Development Team

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Gary Bush, Parent

Lanie Gustafson, Parent

Kat Jackson, Parent

Ryan Harriott, Parent

Kelly Bishop, Parent

And in partnership with the staff, students, and families of Groton Jr./Sr. 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

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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to fostering a more positive school culture and building trusting relationships that promote student engagement to aid in the improvement of our students' performance.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>One of the common themes we recognized as we moved through the student interview process and read the survey results was that students still feel disconnected at school. This disconnect was reported mostly with adults in the building, but sometimes the students felt this with their peers as well. We also discussed the mental health and well-being of our students and how this may have contributed to these results. We also recognize these contributing factors have an effect on academic performance.</p> <p>As the group explored the equity self-reflection we discussed several things we, as a school, have instituted this year that help students address their mental health needs such as CAMPS and the SEL Committee. There is continued work needed from this survey around students' sense of belonging and the fact students report feeling overwhelmed.</p> <p>Students, during the interview process and the survey that was administered, did express their overall lack of enjoyment they feel in school. Many students during the interview process could identify "one great day", but the overall feeling was that of feeling overwhelmed by the work they need to complete for school.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Commonality & consistency in expectations</p>	<p>Establish common language in classroom expectations across the buildings, as provided by instructional coaches to assist with consistent follow through in all classrooms.</p> <p>Create a timeline for completion of curriculum maps and UBD unit plan for the 22-23SY and begin implementation by October 2022.</p> <p>Training for new teachers (PD and Orientation)</p> <p>UBD curriculum PD to create said documents for all staff, to include a common unit planning template and accessible curriculum maps, to be completed by June 2023.</p> <p>Common Formative assessments for ELA and math</p>	<p>Common strategies are used across content areas and grade levels for classroom behavior expectations as evidenced by observation, to be completed and reviewed quarterly by building leadership.</p>	<p>Summer professional development time for teachers to work on curriculum</p> <p>Continued PD time and funding for teacher stipends throughout the school year to support the unit plan designs</p>

Commitment 1

<p>Diversity, Equity and Inclusivity (DEI) PD</p>	<p>Provide PD and ongoing support to all staff and students on how to create a culturally and linguistically responsive environment to increase school sense of belonging within the school setting</p> <p>DEI officer to assist with the PD planning around the DEI work the school is invested in to help establish a culture of inclusion and equity.</p> <p>Bring awareness to parents and community on DEI highlights/takeaways via monthly newsletters</p> <p>Provide PD to faculty and staff on cultural behavioral tutorials on such topics as classroom management, eye contact, proximity, pragmatic language, etc. as part of an ongoing effort to bring DEI into building</p> <p>Provide PD to school counselors and student support staff on DEI strategies to implement in small group settings</p>	<p>Measure number of student behavior referrals that relate to DEI complaints, with a goal of decreasing referrals by 25% each quarter of the school year.</p>	<p>Provide DEI officer (.2FTE)</p> <p>Provide PD and funding to faculty and staff and students on DEI and the Culturally & Linguistically Responsive Teaching model (CLRT)</p>
<p>Explore the investment of an SRO in the building</p>	<p>The Community Advisory Council will explore the requirements for school to bring in an SRO officer, and conduct a cost/benefit analysis to be presented to the BOE for its consideration.</p>	<p>Cost-Benefit Analysis completion</p>	<p>Time and building availability for community advisory committee</p> <p>Access to legal counsel to answer questions of</p>

Commitment 1

			the advisory committee
<p>Multiple Modalities</p>	<p>Continue to foster close relationships with students and families including working with families to gather insights into students’ cultures, goals and learning preferences. (Example: making positive contact with families re: their students)</p> <p>Utilize students as stakeholders by establishing student-led focus groups to identify ongoing school wide-issues</p> <p>The building will establish an SEL committee whose focus is on administering various programs for students in the building to address social-emotional needs</p> <p>The building leadership will meet weekly with Counselors, Admn, MH professionals, probation, staff (CAMPS) to identify students who are struggling academically, behaviorally and/or emotionally and build an appropriate intervention plan for said students.</p>	<p>Building leadership will meet quarterly with student advisory group to collect student voice on relationship-building progress. as voiced in meetings and on SEL student surveys given quarterly</p> <p>Building leadership will continue to communicate with families via monthly e-newsletters</p> <p>Faculty and staff will conduct positive contact with families re: their students, to include five contacts per week per teacher.</p> <p>SEL committee will meet monthly and track programming made available, as well as gather survey information quarterly on student SEL data, to assess for any changes/modifications</p>	<p>Panorama SEL survey platform</p> <p>Time and resources allotted to SEL committee to meet and build strategies and plan events for student body and families</p>

Commitment 1

		needed as the building moves forward.	

Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel connected to the adults at your school I believe the overall energy of the school is positive I would be excited to have most of my teachers again in the future.	Desired - 60% Desired - 75% Desired - 80%
Staff Survey		
Family Survey	The school’s policies and programs reflect respect, and value the diversity of the families in the community. My child feels connected to the school The staff at the school care about my child.	Desired - 70% Desired - 70% Desired - 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 2022-23 school year.

Commitment 1

- High participation in student extra-curricular activities (at least 90% of students participating in at least one activity per year).
- Building leadership and teachers will develop a common planning calendar, updated and maintained 8 out of 10 months, to share with students, staff, and parents to try and alleviate the “crowding of assignment due dates” and minimize last-minute schedule changes.
- Unit Plans based on the UBD (Understanding By Design) Model will be part of the curriculum work that teachers complete during the summer of 22’ and during the 22-23’ school year will help teachers plan more engaging lessons so that 75% of lessons meet criteria that are set forth.
- Building leadership will continue to promote and guide teachers to engage students more actively in the classroom using models such as “Turn-Pair-Share”, small cooperative groupings, and PBL strategies being employed about 50% of the time.
- Building leadership and teachers will begin the process of establishing PLCs, with a goal of establishing monthly meetings with teachers where data is analyzed to drive change.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to creating an aligned, comprehensive and relevant curriculum that promotes the commonality of language and prioritization of learning standards while improving instructional strategies meant to foster and increase student engagement to improve students' academic performance.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Our focus throughout the school year was working on engaging students more in the classroom, which fits with the district's vision of providing unique pathways for success of students. This included PD given by teachers and administrators from Groton and also by the members of the Regional Partnership Center. We have also made efforts in department meetings and faculty meetings to encourage teachers to match the rigor in their classrooms with that of the NYS 3-8 NYS Assessments and New York State Regents Exams. This has been a delicate balancing act with their recent return from the pandemic situation we have been in for the past 18 months</p> <p>Present STAR benchmarking and student survey results indicate our students are still struggling to engage with the content in an impactful way. Student interviews also revealed students would like to see instruction provided in a variety of modalities (not just "sit and get"). The Equity Self Reflection revealed students and families wanted to see more opportunities for student leadership within the classroom, more enrichment opportunities for students, particularly in grades 6-8. Only half of the student population finds the content rigorous, indicative of a lack of differentiation within the content. In addition, student surveys and the Self Equity survey revealed a desire for authentic learning opportunities for all students (growth opportunity for those excelling, opportunities for growth with those students who are struggling, etc.). These requests for more relevant, authentic, project-based instruction that is differentiated for individual student academic needs has been asked for from our students and, as such, is the right commitment to pursue to improve academic scores.</p>

Commitment 2

Much more work in this area will be done in the '22-23 school year, including work on curriculum and unit planning using the UBD (Understanding By Design) model.

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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Curriculum Development & Consistency</p>	<p>Continue to develop the ability to implement UBD curriculum that includes consistent expectations across the building.</p> <p>Establish organized system for collecting student assignments at a building level in order to better balance assignment due dates to prevent students from feeling overloaded by course work</p> <p>Build curriculum maps for each content area to share out across the building to build ability for collaboration across content areas to support priority standards.</p> <p>Provide PBL training to increase student voice and choice within the classroom.</p> <p>Develop a system for collecting data on student-teacher voice, level of student</p>	<p>Building leadership will collect curriculum maps and house them in a centralized, digital library for faculty, staff and parents to be able to access, with a goal of having 100% of curriculum maps in the shared folder by year’s end.</p> <p>Building leadership will collect unit plans as they are designed throughout the year, and store them in a digital library so that by end of the 22-23SY all units are available on line for parents and students to access as a resource.</p> <p>Classroom observation and walkthroughs will be used</p>	<p>Time and resources for PD on UBD and PBL</p> <p>Time and resources for building leadership and instructional coaches to collect and store unit plans and curriculum maps digitally</p>

Commitment 2

	engagement, and PBL best practices implementation	to measure increase in student voice (Go from 30-70 to 70-30), the number of instances PBL is being utilized within the building, and the level of student engagement (as measured by student voice, participation, attendance, and overall grades in the class), with the goal that at least 50% of the lessons will include these criteria.	
Instructional Coaching	<p>Teachers will receive instructional coaching on best practices for student engagement that promote students-centered, hands-on, PBL lessons/projects.</p> <p>Continue to work on creating a learning archive stored digitally for sharing of best practices across the building.</p>	Video from classroom observation that captures best practice will be housed in a digital library for other teachers to access, with a goal to have at least one best practice lesson contributed from each department by the end of the year.	Teacher PD and financial resources around classroom management, differentiation in classroom, data drive instruction, and student engagement (Better Lessons)
Increase student agency in their learning	Provide PD on differentiation to meet each student where he/she is at academically. (Equalize the struggle so that all students are expected to work hard).	STAR benchmarking every ten weeks to assess student growth in ELA and math priority standards, with a goal of reaching a growth score of 60 or higher.	CLRT professional development opportunities ongoing throughout the school year.

Commitment 2

	<p>Provide PD on how to conduct inclusive and equitable student-led discussion in class that is respectful of a diverse population by removing bias from the conversation</p> <p>Provide PD on Gradual Release of Responsibility (GRR) model, UBD and Gold Standard PBL work as it relates to providing more student choice in demonstrating mastery of priority standards.</p>	<p>Track NYS assessments readiness through the implementation of Common Formative Assessments within content areas, with a goal of 85% of students passing said assessments upon first delivery..</p> <p>Use IXL data to identify and provide appropriate interventions for identified gaps in students' mastery of priority standards, with a goal of 75% of students closing identified gaps within a ten week marking period of learning lab time.</p>	<p>Time and finances for PD throughout the school year (build a calendar that allows for two half days of PD in the school year)</p> <p>Time for Instructional coaches to analyze STAR benchmarking data and disseminate it to appropriate faculty and staff.</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Teachers have high expectations of students I am very excited to be in my classes	Desired response - 70% Desired response - 75%
Staff Survey	I have the resources to link strategies, content and materials from the previous grades to the current grades. I have the opportunity to learn from a range of colleagues I feel that consistent and common language across the building has improved the learning in my room	60% 80% 70%
Family Survey	I feel that students receive the support they need for academic achievement	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 2022-23 school year.

Commitment 2

- Improve messaging about the importance of assessment participation with a goal of 95% of students participating in NYS Assessments.
 - Multimedia projects, local media, social media.
 - Improved internal mechanisms for disseminating information in a timely manner.
- Student surveys positive results will improve by 5% quarterly:
 - Ways to achieve this may include:
 - Surveys will contain a feedback loop.
 - Surveys will be centrally administered with a single administrative contact at an optimal time and location.
 - Student survey data will be analyzed by various stakeholder groups.
 - Survey results will be relayed to students in a centralized setting.
- Teachers will provide students with the opportunity to drive their own learning through choice and voice, with a goal of 100% of classrooms meeting the 70-30 (student voice to teacher voice ratio) as logged during classroom observation.

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 2022-23?	
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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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.

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 Coaches
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Helps teachers implement effective cohesive, commonly aligned curriculum by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</p> <p>Curriculum: coaches will help teachers collect and analyze student data to inform their decisions making for daily instruction. In addition, coaches will provide cooperative learning, PBL strategies and assist in the development of common language to support cross-curricular skills.</p>

Evidence-Based Intervention

	Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.
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Evidence-Based Intervention

Clearinghouse-Identified

If 'X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If 'X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must	

Evidence-Based Intervention

include a description of the research methodology

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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
Brian Kavanagh	Principal
Mick LeVick	Instructional Coach
Melissa LeVick	Teacher
Kelly Bishop	Parent
Andrew Doane	Teacher
Nick Crans	Teacher
Skyler Roswell	Teacher
Margo Martin	Superintendent
Jean Amodeo	Asst. principal
Kat Jackson	Parent
Lanie Gustafsen	Parent
Ryan Harriot	Parent
Gary Bush	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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
April 21, 2022	X					
Apr 26, 2022	X					
April 27, 2022	X					
Apr 28, 2022		X	X	X		
May 3rd, 2022		X	X	X	X	
May 11, 2022		x	x	x	x	
May 18, 2022		x	x	x	x	
May 25, 2022		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

We used this information to include student voice in specific student needs and desires around SEL, relationship, and academics to formulate this plan.

Equity Self-Reflection

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

It caused us to consider a continued creation of a welcoming and affirming environment to create a comfortable and safe space for all.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.