



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
LaFayette	Jr./Sr. High School	7-12

## Collaboratively Developed By:

### The LaFayette SCEP Development Team

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*And in partnership with the staff, students, and families of LaFayette 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 and Strategies

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

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

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

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

### Resources for the Team

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

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

## COMMITMENT I

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	The LaFayette Jr. Sr. High School is committed to implementing equitable grading and assessment practices that are accurate, bias-resistant and motivate students to achieve academic success.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>	<ul style="list-style-type: none"><li>- Inconsistency in grading has been a building concern</li><li>- During the student interviews, assessment and grading was cited as being inconsistent.</li><li>- The district believes in a growth mindset, however some of our current grading/assessment practices are in conflict with this belief.</li><li>- Grading should be a reflection of a student's academic performance. The calculations used should be transparent, easy to understand, and correctly describe a student's current level of understanding.</li><li>- A viable grading/assessment system should motivate students, support a growth mindset, and give opportunities for redemption of lost or missing knowledge.</li></ul>

## 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>Book Study</b></p>	<p>Teachers will take part in a building-wide book study. The focus book will be “Grading for Equity” by Joe Feldman. During the study, teachers will be taking part in discussion boards based on the information in each chapter.</p>	<p>These discussions will provide evidence of the teachers understanding of the material as well as their personal viewpoints and challenges. We will be discussing theories and ideas which will later be implemented and evaluated with a classroom setting. examples: Decisions board conversations, walkthroughs and review/discussions of teacher gradebook</p>	<p>Copies of the books, digital learning platform for book discussions and financial reimbursement for teachers.</p>
<p><b>PLC focused on grading practices</b></p>	<p>Every Monday one hour of time will be dedicated to having teachers come together in Professional Learning Communities to discuss specifics about grading. These topics will include but not be limited to: Building policy around Late work, Building policy around minimum</p>	<p>As a PLC, teams will be expected to gather data around the effectiveness of the various strategies and interventions that are implemented around grading procedures. At the</p>	<p>PLC teacher facilitators, Professional development for facilitators, PLC schedule/ communication to parents, rubrics,</p>

Commitment 1

	<p>grading / Grading scale, Building policy assessment of learning (homework, retakes and assignments), Building policy on standard based gradebooks, Building policy on goal setting for students, Building rubric on "habits of scholarship" (Soft skills)</p>	<p>half year mark, groups will be expected to provide data regarding the progress and effectiveness of the interventions they have been implementing within their classrooms.</p>	<p>student data (current grades, marking period grades, final average from 20-21), and classroom meeting locations.</p>
<p><b>Meetings with Teachers</b></p>	<p>Throughout the year, administration will be meeting with teachers to discuss their current grading practices and the reason/rationale for its implementation.</p>	<p>During these meetings probing questions will be asked to stimulate thought and get a better understanding of the grading process for each teacher. The intent is to challenge teachers' current thinking around the true meaning of the grading process. Following these meetings, administration will continue to have open dialogue with the teachers and review the teachers grading procedures using Schooltool. As a result of these steps, we will see a more consistent and uniform grading classroom grading procedure that better reflects the students' understanding of the content.</p>	<p>Data regarding teachers current grading practices, Schooltool access, teacher professional development around grading, meeting calendar, follow-up meeting calendar and office meeting location</p>

### Commitment 1

<p><b>Grading Reviews</b></p>	<p>Teachers will review their grading procedures with students at the beginning of the school year. Additionally a written outline will be provided to each student within the first week of instruction. When implementing grading rubrics for assignments, teachers will review the expectation of the rubrics prior to their implementation</p>	<p>As a result of this strategy, we will see improvement in the students academic performance. Course syllabus will provide documentation of communication and grading rubrics will be made available to administration upon request. Student conversations will provide insight into their understanding of the various grading procedures being implemented.</p>	<p>Course syllabus for each subject/course, grading rubrics, grading outline.</p>
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## End-of-the-Year Desired Outcomes

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

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

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g. % agree or strongly agree)</i></p>
<p><b>Student Survey</b></p>	<p>I have a complete understanding of how my grade within each class is determined and I know how to improve my grade?</p> <p>My teachers grade me based on my understanding of their subject?</p>	<p>70% of students will agree or strongly agree with the attached statements.</p>

Commitment 1

<b>Staff Survey</b>	My grades accurately measures my students' mastery of standards.	70% of staff will agree or strongly agree with the attached statement.
<b>Family Survey</b>	I have a complete understanding of the grading procedures that are implemented at the Jr./Sr. High School.  I know where my child currently stands and what they can do to improve their overall grade in each course.	60% of families will agree or strongly agree with the attached statement.

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

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p>
<p>At the end of the school year, we strive to have sufficient student data on a variety of different grading practices and procedures as previously outlined. The implementation of intervention and data collection will occur through the PLC process. At the conclusion of the 21-22 school year, administration and teachers will meet to discuss the data and determine which interventions showed success with the ultimate goal of turning these interventions into policy. These policies will be compiled in a building-wide grading policy that each teacher will be expected to follow at the start of the 22-23 school year.</p> <p>I would expect that given the various interventions being implemented, we would see a positive impact on our students' performance levels during the 21-22 school. To start, I would expect there to be a learning curve for those students that have found academic success through the implementation of effort categories. As students begin to see their grades as a direct reflection of their understanding of the content, I would expect to see a shift in the positive direction.</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>The LaFayette Jr./Sr. High School will look for opportunities to integrate and teach about a variety of different cultures.</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>	<ul style="list-style-type: none"> <li>- During the student survey, it was identified that the school could improve its teaching and celebration of different cultures. Some students felt the school did a good job teaching about the Native American Culture, but they would like to learn about additional cultures. Others felt that given our current population, we could do more to integrate the Native American cultures and traditions.</li> <li>- During our Equity Self-Reflection, this was an area that was ranked lower than others.</li> <li>- This is an area where student voice can help to guide instruction.</li> <li>- Teaching about culture helps to create a climate of empathy, acceptance and understanding.</li> <li>- The District's mission statement states that we educate, honor and develop students to have self-respect and a commitment to the community</li> </ul>

## 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?
<b>Heritage Week</b>	We will dedicate a week during the school year to celebrating various cultures. Teachers and students will work collaboratively to highlight the traditions of their cultures and encourage others to participate in their various traditions and rituals. Events will include cooking cultural foods, dancing, celebrations, games and music.	This strategy will help to create empathy and understanding by exposing students to a variety of different cultural experiences. Additionally, students will be encouraged to highlight their own personal culture which will help to create a sense of pride and belonging.	Money for food, large instructional space, daily schedule of events, creation of culminating activities, and acquisition of outside speakers/presenters, student/faculty interest survey
<b>Professional Development</b>	Provide teachers with professional development opportunities around integrating culture into the classroom. This professional development will be focused around incorporating different perspectives into lessons, using technology to support diverse viewpoints, leading constructive dialogue/ steering clear of detrimental debates, and the integration of signage in multiple languages.	These practices will be visible during administrative walkthroughs. To assess the effectiveness of this strategy, we will survey our students and staff at the mid-year point to get their general feelings around acceptance, diversity and the overall integration of culture within the building	Teacher payment for professional development hours, training (virtual/in-person), walk-through schedule, walk-through form and general student/staff survey.

Commitment 2

<p><b>Focus on Interdisciplinary cultural diversity</b></p>	<p>Providing instruction that combines two or more subject matters with an overarching theme of culture. An example of this style of instruction would be teaching about the industrial era (History), its environmental impact (science) and the effects it had on the indigenous people (culture).</p>	<p>These practices will be visible during administrative walkthroughs. To assess the effectiveness of this strategy, we will survey our students and staff at the mid-year point to get their general feelings around acceptance, diversity and the overall integration of culture within the building</p>	<p>Teacher planning time, Professional Development, larger instructional space (library or auditorium) and general student/staff survey</p>
<p><b>Guest Speakers</b></p>	<p>Bring in guest speakers that represent a variety to different cultures to speak to our students about their experiences. This would help to create a culture of empathy and understanding.</p>	<p>To assess the effectiveness of this strategy, we will survey our students and staff at the mid-year point to get their general feelings around acceptance, diversity and the overall integration of culture within the building</p>	<p>Student schedules/availability, large instructional space, event schedule, reimbursement for speaker, and student sign-up list</p>

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel the school does a good job teaching about my culture as well as the other cultures in the community?	65% of students will agree or strongly agree with the attached statements.
<b>Staff Survey</b>	I feel that our students have a good understanding of their culture and are empathic to the culture of others?	65% of staff will agree or strongly agree with the attached statements.
<b>Family Survey</b>	Do you feel the school does a good job teaching your child about a variety of different cultures?	65% of families will agree or strongly agree with the attached statements.

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.

By the end of the 21-22 school year, we strive to create a community of acceptance and understanding. We hope to create opportunities for our students to learn about and experience the traditions of a variety of different cultures. Our goal is that this additional cultural focus and exposure will help our students better relate to their peers and create an environment of empathy and understanding. We would expect to see an increase in student engagement/achievement during the interdisciplinary lessons.

## Commitment 2

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>The LaFayette Jr./Sr. High School will promote the implementation of instructional practices and delivery that is relevant and relatable. A focus will be placed on the connections between subjects as well as their relevance to “real-world” application.</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>	<ul style="list-style-type: none"> <li>- During our student survey, this was an area of concern. Students failed to make the connection between what was being taught in the classroom and its practical application in a real-world setting.</li> <li>- Student motivation is a key component to academic success. In order to motivate a student to learn, they need to see the usefulness and connection to their daily life and/or overall success.</li> <li>- The district’s mission statement states that we are creating productive members of society. For this to occur, students must understand the connection between classroom instruction and the demands of society.</li> </ul>

## 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?
<b>Principal Cabinet</b>	The principal will create a student cabinet with the purpose of promoting student voice and choice. The purpose will be to have students identify areas needing improvement and walk them through the democratic process of evoking positive change within their community. Students will implement the skills learned within the classroom to facilitate changes within their learning environment. Students will be tasked with making a claim, supporting their claim with data, soliciting student interest around their ideas, drafting procedural changes and implementing steps to facilitate the change within the school setting.	The points to determine success will be subjective based on the students' focus and interest level. My hope is that by the midyear point, the group has identified one or two focus areas and begun to collect data to support their efforts. Evidence of success will include but are not limited to: action plans, data collection, policy reviews, proposed policy amendments, student survey results, and possible district policy revisions.	Meeting location, students members, meeting schedule, student data, student surveys, and group mission/vision
<b>Connection Statements</b>	Teachers will be tasked with writing a connection statement for each unit. A connection statement is a brief description that connects the day's	At the half year point, we will survey our students and ask the question "Do you feel the things you learn in	Money for professional development, guidelines for implementation.

Commitment 3

	learning to its importance to real-world practical application. The overarching purpose of the statement is to help the student understand the connection between their learning and real-world application.	class will be needed to be successful later in life”? During our initial survey of students, the results showed that our students struggled to find the classroom content relevant and relatable.	
<b>Career Fair</b>	Hold a career fair at the Jr./Sr. High School which highlights the possible career opportunities for students. Presenters would discuss their real-world experiences and highlight the educational demands of their field. Our target group will be grades 7 and 8.	After the career fair is held, we will survey the students regarding the program's impact. Attendance will be a key factor in the success of the program.	Establish a career fair coordinator, reach out to presenters, create a schedule for the event, establish location(s) within the school, establish a target group of students. Money will be needed for food and gift bags for the presenters.
<b>Internships/Job Shadowing</b>	Create opportunities for students to participate in internships/Job Shadowing while attending the Jr./Sr. High School.	Currently, we do not have any student taking part in an internship program and attending the Jr/Sr. high school. By mid year, we would like to see 3 to 5 students enrolled in an internship/Job Shadowing program for credit at the Jr./Sr. high school.	Establish a list of students with room in their schedule, Establish a coordinator, explore options for awarding credit, create student interest surveys, reach out to business for potential internships, create transportation schedule.

## 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 the things I learn in class are relevant and relatable to my daily life and future success?  My teachers connect their content to the real-world on a regular basis? (connection statement)	65% of students will agree or strongly agree with the attached statements.
<b>Staff Survey</b>	I feel that my students have an understanding of the importance of my content and how it relates to their success outside of school?	65% of staff will agree or strongly agree with the attached statements.
<b>Family Survey</b>	I feel the school does a good job relating content and curriculum to the real-world skills needed to be successful after high school?	65% of families will agree or strongly agree with the attached statements.

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.

### Commitment 3

By the end of the 21-22 school year, we will strive to make meaningful connections between what is taught in the classroom and its relevant application within a real-world setting. We hope to create opportunities for students to apply their learning through internships within their areas of interest. We feel that by helping to make these connections, students will better relate to the importance of what is being taught within the classroom. This connection between real-world application and classroom content will result in an overall increase in academic success.

## COMMITMENT 4

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

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>The LaFayette Jr./Sr. High School will focus on creating a culture of critical thinking. Students will be encouraged to display self-guidance and self-discipline as they objectively analyze and evaluate issues in order to form their own options and judgments of a given topic.</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>	<ul style="list-style-type: none"> <li>- Critical thinking helps people better understand themselves, their motivations and goals. When you can deduce information to find the most important parts and apply those to your life, you can change your situation and promote personal growth</li> <li>- During the student survey, this was an area of concern. When asked about critical thinking, many students had little or no understanding of the topic. Those that did understand the concept, felt that it was not something they were asked to do on a regular basis within their classes.</li> <li>- One of the most important parts of the learning process is reflection. Without the ability to think critically, reflection cannot take place.</li> <li>- Critical thinking is a skill that is needed to become a productive member of society</li> </ul>

## 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?
<b>School Wide Definition of Critical thinking</b>	As a school we will create a schoolwide definition of what it means to be a critical thinker. The definition will include skills that students need to exhibit during the critical thinking process	By the mid year, the definition of a critical thinker should be systemic and visible within the school setting. Evidence of success will come through the implementation of student surveys that ask questions around what it means to be a critical thinker. Additional, administrative walkthroughs will be used to highlight critical thinking within the classroom.	Professional development, committee on critical thinking, posters and other visual displays
<b>Teacher Professional Development</b>	Provide teachers with professional development on how to create an instructional culture of critical thinking within the classroom.	Administrative walk-throughs will be used to gauge the successful implementation of instructional strategies that promote critical thinking skills. Additionally, student	Professional development opportunities, classrooms, money to support teacher professional

Commitment 4

		surveys will help to identify the understanding and impact of these strategies.	development and student survey
<b>Critical Thinker of the Month</b>	Starting in October, the LaFayette Jr./Sr. High School will identify one student as the “Critical Thinker of the Month.” This student will exemplify the characteristics of what it means to be a critical thinker. Their achievements will be highlighted during our monthly communication.	By mid year, we will have highlighted 5 students during our monthly communication. These communications will outline the reason(s) the student was identified as well as other personal attributes that lead to their selection.	criteria for selection, student nomination survey, student interviews, and monthly newsletter.
<b>Highlight Instructional Strategies Around Critical Thinking</b>	Starting in October, communication that highlights instructional strategies based around critical thinking will be highlighted. Best practices in these areas will be shared out at faculty meetings or through written communication. Teachers will be encouraged to share strategies and present to their peers.	The use of administrative walk-throughs will help to support the success of this commitment. Data will be collected regarding the number of times critical thinking is observed during instruction. Additionally, student surveys will help to identify the understanding and impact of these strategies.	Professional development, walk-through data form, teacher facilitators, and money to support professional development outside of the normal work day.
<b>Lancer Glancer</b>	Starting in September, this is a monthly communication tool that highlights the achievements of our students and also keeps our community informed of any initiatives and upcoming events.	At the mid year, we will survey our community regarding their feelings on the students effectiveness in keeping open communication and dialogue.	newsletter platform, stakeholder input and community distribution list.

## 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>	What does it mean to be a critical thinker? How are you asked to be a critical thinker during your classes?	75% of students will be able to provide a definition to the question that aligns with the schools universal expectation.
<b>Staff Survey</b>	I feel that my students have an understanding of what it means to be critical thinking and I have classroom evidence that supports this.	65% of teachers will agree or strongly agree to the statement.
<b>Family Survey</b>	I am aware the school has a definition of critical thinking and I know the key components.	65% of families will agree or strongly agree to the statement.

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.

By the end of the 21-22 school year, we strive to have implemented a building-wide systematic definition around critical thinking. This will be visible in our classrooms and hallways, as well as embedded within our curriculum. Additionally, we will highlight the success of those students that demonstrate the skills associated with being a critical thinker. Students will understand the importance of being a critical thinker and be able to identify the key characteristics of critical thinking. As a result, we will see an increase in academic success.

## Commitment 4

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	PLC
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	Commitments 1-4

## 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:

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

#### 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.

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

Evidence-Based Intervention

**Link to research study that supports this as an evidence-based intervention (the study must 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
Anne Courtwright	Math Teacher
Shannon Booth	Parent
Winonah McCoy	Administrative Intern
Maria Edwards	ELA Teacher
Shawna Booth	Native American Liason
Christine Cromley	Parent
Kristeen Cool	Grade 7-9 Counselor
Kelly Drapikowski	School Psychologist
Trisha Forgarty	Administrative Intern
Jason Ryan	Building Principal

## 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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
April 21, 2021	x	x	x			
May 13, 2021	x	x		x	x	
June 3, 2021					x	
July 27, 2021					x	x
April through May (student interviews/self-reflection occurred between the meeting dates of 4/21/21 and 5/13/2)	x	x				

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## 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 and responses helped to lead the discussion and decision making. We reviewed this data and looked for trends and commonalities in the students' answers. We then discussed as a group the importance of the topics in relevance to the overall success of our students. As a result, we were able to come up with four commitments that are in direct alignment with areas identified by our students as inconsistent or needing improvement.

#### Equity Self-Reflection

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

The equity self-reflection was used in comparison to the student interview process. After reading the student responses and having discussions as a group, we then compared the student response to the responses in the self-reflection. The overarching concern presented in the self-reflection centered around cultural integration. Areas such as “highlight materials that represent and affirm student identities”, “support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping and aligning” and “assess school climate using a variety of measures to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity and inclusion” were focus areas identified as needing improvement. These areas were in direct alignment with our student responses. As a result, we attempted to embed these themes within our commitments. During the alignment of the equity survey and the student interviews, the group was able to find a direct correlation between many of the identified areas.

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. xThe 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. xThe SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. xProfessional 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.