School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Niagara Falls City School District	LaSalle Preparatory School	7-8

Collaboratively Developed By:
The Lasalle Preparatory School SCEP Development Team **Kathleen J. Urban, Roland N. Davis, Jolene Nearhood, Justin Speidel, Jessica Kulbago, Ashley Chambers, Randy Gall, Megan Glasser, Sarah Sperry, Teena Clark, Lisa Catanese, Toni Moccio, Karen Howard** *And in partnership with the staff, students, and families of LaSalle Preparatory School*

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	Welcoming & Affirming Environment. **We commit that every child and staff member feel safe, respected, supported and have a true sense of belonging.**
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?*	• As a district, we are recovering from the COVID19 pandemic. • After more than a year, many families have reservations about returning to school full time. • Many students have experienced hardships during this time which has affected their social/emotional learning. • We need to create an environment in which students feel welcomed, safe, and supported. • In student interviews, students said they were struggling academically, socially, and emotionally from the pandemic, (for example the said they didn't see their friends, they worried they were behind in their classes, did not want to go against COVID19 protocols, etc.). • It is common sense that we must consider the whole student in order to move them academically and this means addressing the social and emotional problems created by COVID. • There was a district wide plan to address the students' social emotional learning in order to better teach students. We will be aiding this.

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?
Making the school environment a more welcoming place.	**Physical** *Positive message on bulletin boards, outside school sign. *Daily positive affirmations on morning and afternoon announcements. *Re-decorating drab areas of the building through use of murals, signs, student artwork, etc. * Signs, banners, bulletin boards that acknowledge and celebrate the different identities of students. *Creation of a school motto that can be posted around the building and used with social media. **Social** *Expand the opportunities for students to interact socially by implementing more afterschool clubs and ASP exploration opportunities.	**Physical** *A student club will change bulletin board displays monthly. *Affirmations will be shared on the morning announcement show. *The student clubs that will decorates, post positive messages, takes feedback from students, etc. *Bringing back student council and honor society that would take on bigger projects in the school and community. * Bi-yearly surveys for students to get feedback. * "Re-brand" website, Facebook, clothing line, etc. with logo on lunchroom tables."	**Physical** *Time, space, and money associated with running clubs. *Money for paint, supplies and other and decorating costs. *Teachers to implement and run clubs. **Social** *Time, space, and money associated with running clubs. *Teachers to implement and run clubs.

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
	* Improving methods of communication with parents, (website, auto dialer calls, Facebook, Remind, monthly newsletter). * Clubs that examine and promote different cultures. *Involve school resource officers and other first responders/emergency services to come in and work with students during clubs, classes, ASP, etc. *Implementing a mentoring club that works with staff, students, and outside community members.	* School motto contest. **Social** * Talking to students/ student interviews. *Parent surveys, parent portal, open house tutorial, YouTube tutorial, mailing, parent-teacher contact log, Remind logs *Collection of parent emails. (Microsoft form?) *Creating of a monthly "newsletter" that is sent home to parents. * Bi-yearly surveys for students to give feedback.	
Promote a positive and preventative justice system.	**Restorative Justice System** *Promote the TOSH room as a place for alternative learning, where academic works continues; a room that is an opportunity to support students with varying social, emotional, and behavioral needs in a positive and proactive environment instead of a "sit and wait" room.	**Restorative Justice System** *Building staff will receive training in restorative practices. *Maintain a log/summary sheet of restorative justice circles that are held. *A decrease in the length and number of out-of-school suspensions.	**Restorative Justice System** *Money to train staff member and keep a trained person in the TOSH room. *TOSH room staff will call classrooms for students' academic work.

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
	*Use restorative justice circles to welcome students back into learning when harm has occurred. *Use restorative justice to help students resolve conflicts. *Provide students with community resources for various forms of intervention. *Have a designated classroom area with the proper spacing to implement restorative practices. **Promoting Positive Behavior** *Implement a referral system for promoting positive behavior among the students. *Improve visibility of positive behavior prizes. Prizes on display to motivate students to increase positive behavior. *Increase teacher participation in positive behavior student referrals.	*Decrease in the number of disciplinary referrals. *Decrease in the number of physical altercations because conflict resolution was utilized. **Promoting Positive Behavior** *Increase in the number of teachers turning in positive behavior student referrals. *A decrease in the length and number of out-of-school suspensions. *Decrease in the number of disciplinary referrals. *Decrease in the number of physical altercations because conflict resolution was utilized.	*Space to develop a room that has areas to have students complete academic work and hold restorative justice practices. **Promoting Positive Behavior** *Money for positive behavior rewards.

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	AS8. "This school helps students learn how to make things better when they do something wrong."	60.3% of students agree with this statement. We would like to increase it to 15%.
	RC18. "If I have a problem, people in my school are there to help."	59.9% of students agree with this statement. We would like to increase it to 15%.
	HW78. "I believe that I am emotionally healthy."	64.1% of students agree with this statement. We would like to increase it to 15%.
Staff Survey	T51. "Our school provides a safe environment for staff and students where learning is valued."	84.4% of staff agree with this statement. We would like to increase it to 5%.
	S61. We have an effective system for developing and building student socio-emotional health."	61% of staff agree with this statement. We would like to increase it to 15%.
Family Survey	CD28. "Students in this school take responsibility for their actions."	69.4% of families agree with this statement. We would like to increase it to 15%.
	D69. "Students of different backgrounds try to understand each other."	

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
		61.5% of families agreed with this statement. We would like to increase it by 15%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
- Students and staff create and vote on a school motto.   - Student clubs will aid in the beatification of the building including posting positive affirmations, updating bulletin boards, etc.   - Parents will receive more information from the school using various methods of communication including Remind, Facebook, the school website, auto dialer calls, etc.   - There will be a decrease in the number of discipline referrals, suspensions, and physical altercations.   - Students will feel that LaSalle Prep is a warm and welcoming place where they can learn.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	High Expectations and Rigorous Instruction **We commit to strengthening our ability to hold the administration team, teaching staff and our students accountable for their progress through high expectations and rigorous instruction.**
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?*	- 68.2% of staff said that students have strategies to "track their own learning". -72% of students said that their teachers help them "keep track of my learning and assess my progress". -74.4% of staff said that as a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.

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?
Better use of ASP school wide: Administration Duty	-Administration needs to clearly define expectations of teachers and students during ASP -Administration holds teachers accountable for how ASP is being utilized by frequent informal walk throughs -During ASP meetings, administration will promptly share feedback from walk through and open it up to discussion -Administration to hold formal one on one meetings with those teachers who are not meeting expectations -On a monthly basis administrators and counselors send monthly reports regarding failures/progress of ASP students to individual teachers	The monthly reports of each teacher's ASP failing/passing students will give a clear indication if ASP is working for the student or if a different approach needs to be taken. Monthly meetings will be used to brainstorm ideas that will assist with any situations that are not effective.	-administration, counselors, team teachers. -monthly meetings are scheduled for each team with a CLEAR agenda, list of students at risk, etc. Sent out at least 2 days prior to the meeting so goals are accomplished in a timely manner.
Better use of ASP School wide: Teachers Duty	-Each teacher holding students accountable for utilizing ASP. Clear universal expectations for ASP, no matter what teacher is in charge (Posters with clear ASP expectations in each room, etc.) -Teachers will use conversations held during ASP to help students both academically and socially -It is recommended that teachers keep a log where they periodically document which	See above. % Of at-risk students as a whole decrease	Log created by administration for teachers to contribute to. Posters with ASP expectations posted in each room.

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
	students in their ASP they have identified as being at risk and what strategy they have put in place. -Monthly meetings: once data is received, teachers to determine if any student needs to change ASP location/student swapping etc. To better suit student success.		
Helping students become more active participants in academic goal setting.	-biweekly or monthly meetings during ASP with students. ASP teachers to meet with their ASP students to discuss grades and help the students create one 'academic goal' for the next few weeks. -based on data received by administration, goals will be modified or created at the next meeting. -PowerSchool needs to be a more essential part of BOTH parents and students in monitoring grades. Utilize open house days and make PowerSchool part of the presentation. During the first days of school, students are walked through how to log onto PowerSchool and how to access grades. Students are frequently reminded to check grades. -PARENTS need to be trained in how to get onto PowerSchool. Mail home instructions at the beginning of the year, presentation during open house, instructional video posted on Lasalle website in a very VISIBLE location.	Students will be provided a "training" during the morning show on how to log into PowerSchool	-letters mailed home -Teachers given a list of ASP student usernames for PowerSchool at the beginning of the year.

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	T.29 "My teachers help me keep track of my learning and assess my progress" -72.0% RC.16 "My teachers tell me they believe I will succeed" -66.8%	The goal is to increase the percentage of students who feel their teachers help them keep track of their learning and progress by 10%. The goal is to increase the percentage of students who say they feel their teachers believe in them by 15%.
Staff Survey	T.45 "Students in this school have strategies to track their own learning" -68.2% C.38 "As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress" -74.4% S.61 "We have an effective system for developing and building student social-emotional health" - 61% S.77 "Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties" -52.3%	The goal is to increase the percentage of staff who feel students track their own learning, as well as reflect on their learning and progress by 10%. The goal is to increase the percentage of staff who think the school has an effective system in place for student SEL by 15%. The goal is to increase the percentage of staff who feel our school has a procedure in place for chronic offenders by 20%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
-Students are tracking their own learning and progress effectively by goal setting. -ASP teachers & students reflect together on students' goals and progress. -Students are working, reading, studying, etc. during ASP. -The number of students failing multiple subjects will decrease. -Students will feel that teachers want them to succeed.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	Inclusive Curriculum & Assessment. **We commit to providing inclusive curriculum, instruction, and assessments throughout LaSalle Prep based on high quality instruction and assessment data.**
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 school's mission is to establish a school community focused on academic, personal, and civic growth. The inclusive curriculum and assessment throughout LaSalle Prep will help the school grow and close the achieve gap among students. • Due to the learning time lost during the Covid-19 Pandemic, the school recognizes that additional time and attention needs to be focused on providing students with a high quality and inclusive curriculum. • On the Family Engagement Survey, 60% of family members commented that our school has a strong curriculum that meets the needs of my child(ren) (C11). Additionally, 60% of parents say that their child(ren) say that their teachers explain things in different ways, so they understand (T25). • On the Student Voice Survey, 39.5% of students say that their classes are interesting and keep their attention. Additionally, on the Student Interviews, students shared that teachers need to understand that the work is not always easy for all students. • On the School Performance Scan (Staff Survey), 52% of staff members stated that we work together across grade levels and content areas in order to provide an integrated approach to student learning (C35). An additional area that arose as a concern on the Equity Self-Reflection is that students are not included as co-designers of curriculum. When reviewing the Equity Self-Reflection, the committee believes that this statement was not fully understood, but that the school can improve its use of student assessment data to drive instruction.

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?
Weekly assessment of student learning.	Teachers will use a variety of checking for understanding strategies, including but not limited to exit tickets, Nearpod, informal student questioning, and quizzes, to assess students' progress and understanding of the curriculum being taught.	Teachers will be able to discuss the strategies they use to gauge students' progress and how they address the learning needs identified.	Teachers will be provided with a list of assessment strategies that they can use.
Teachers will be provided with time to collaborate with their subject area department.	During ASP, on a monthly basis, subject area departments will be provided time to discuss curriculum needs, share curriculum resources, and classroom strategies related to their subject area.	Teachers will be able to discuss the success and areas still in need of improvement for ideas, resources, and strategies shared in previous meetings.	An established schedule for ASP meetings. In Microsoft Teams, under the LPS Team, each department will have a channel.
Special education teachers will communicate the needs of students with disabilities to their general education teachers.	Special education teachers will create Specially Designed Instruction (SDI) summaries for all students on their case load and will share the forms with all general education teachers. Special education teachers will be provided time during ASP to discuss and	General education teachers will have SDI summary charts for their students readily available during administrative walk through. Students with disabilities will be provided with the	An established schedule for ASP meetings. In Microsoft Teams, under the LPS Team, each cluster will have a channel.

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
	share the needs of the students on their case load with their core teachers.	accommodation and modifications necessary for their success.	
Teacher will be provided training on Foundational Five Strategies to increase student engagement, participation, and dialogue.	During ASP, the instructional coach will provide training on the Foundational Five Strategies to teachers to help enhance their curriculum in the classroom.	During walkthroughs, administration will check to see if a Foundational Five Strategies are being used within the classroom.	The instructional coach will meet with teachers individually to discuss their use of the Foundational Five Strategies within their classroom.
The school will host an after-school club that provides students with academic support.	Students will have the opportunity to attend a club that provides both academic support and enrichment activities, in a variety of subject areas, on a weekly basis after school. Additionally, participation in the club will provide students with an additional opportunity to interact with their peers, which in turn supports their social-emotional needs.	Classroom teachers will be asked to evaluate the impact, academically and socially, that participation in the afterschool club has had on students who had regular attendance.	These clubs will run as a part of the 21st CCLC after school programming. This requires funding from that program and coordination with program coordinators.

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	T21. Classes are interesting and keep my attention. – 39.5%	The goal is to increase the percentage of students who believe classes are interesting and keep their attention by 20%.
Staff Survey	C35. We work together across grade levels and content areas in order to provide an integrated approach to student learning. – 51.2%	The goal is to increase the percentage of teachers who have the opportunity to collaborate across grade level and content areas by 15%.
Family Survey	C11. Our school has a strong curriculum that meets the needs of my child(ren). – 60%	The goal is to increase the percentage of family members who believe our school has a strong curriculum by 10%.

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.
- Teachers have established procedures for collecting weekly student assessment of learning. - There is an established schedule, that is shared with teacher, that provides teachers with meeting times for collaboration across content areas, and Foundational Five trainings. - There are monthly meetings with administration and 21st CCLC coordinators to identify students at risks students who would benefit from participation in after school clubs.

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 2021-22?	Ongoing Professional Learning & Support. **We commit to having an effective response to intervention (RTI) program which provides targeted assistance for students in need.**
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 school's mission is to establish a school community focused on academic, personal, and civic growth. It is our commitment to provide an environment for both students and staff, to ensure that this mission is carried out throughout the building, in all classes. We are trying to recover from a pandemic and the education that many students lost since 2020. All students are going to need additional interventions to help get them to grade level, which is why this is a commitment of ours. On the spring 2021 survey, 48.6% of staff felt that LPS had an effective Response to Intervention program which provides targeted assistance for students in need. Study Habits are an area that is in need. 38.2% of students felt they had adequate study habits.

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?
LPS will offer Math and ELA Academic Intervention Services to all students in need.	Students will be enrolled in an AIS class based on their individual needs. This will allow students to receive interventions in math or reading, to help fill the gaps from the pandemic.	AIS, content area teacher, and special education teacher (if applicable) will monitor and assess student progress and interventions being used. Some district programs/assessments that would be helpful are Reading Plus, NWEA results, AIMSweb results, interims/midterms, classroom performance	Schedule must allow students to have AIS, as needed, for ELA and/or math, based on their needs. Small class sizes are necessary to ensure individual needs are addressed.
Teachers will attend consistent ASP meetings to receive necessary training and time to monitor student progress.	Instructional coach will provide teachers with training and time to review student data and modify interventions. This will allow teachers the time to collaborate with their department, team, and/or coach to modify strategies used within classrooms to better meet the needs of all students.	Regular department and cluster meetings to ensure that teachers are provided time to review data and determine appropriate interventions and strategies that can be used to meet the individual student needs.	A schedule needs to be in place for all teachers, at separate times, whether it be department, cluster, or individually, to work with instructional coach.
Students will be provided with a lunch	Students will be provided with a study hall each day, as part of their lunch	Student progress and performance in class will be	Teachers, social workers, and school

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
study hall daily to help close the gaps across all content areas.	period, to work on individual academic and/or social needs. Teachers can be available to work with students during this time period.	monitored and assessed. Individual meetings with counselors and social workers to address academic and social/emotional needs.	counselors can be available during this time period to work with individuals, or small groups, to address the needs of our students. Social and emotional needs must be addressed for students to do better academically.

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	38.2% of students felt they had adequate study habits.	The goal is to increase the percentage of adequate study habits by 20%.
Staff Survey	27.3% of staff felt that students had adequate study habits.

48.6% of staff felt that LPS had an effective Response to Intervention program which provides targeted assistance for students in need. | The goal is to increase the percentage of adequate study habits by 20%.

The goal is to increase the percentage of an effective intervention program by 15%. |
| **Family Survey** | 66.7% of families felt that their students had adequate study habits. | The goal is to increase the percentage of adequate study habits by 20%. |

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.
*Utilize ASP time for teachers to review data and modify student progress. Interventions will use NWEA data to target academic needs. *AIS will be data driven. Reading Plus is utilized as an intervention strategy along with differentiated learning within the Amplify program. *Lunch study hall

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:

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

☐ 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 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
Kathleen J. Urban	Principal
Roland N. Davis III	Assistant Principal
Jessica Kulbago	Librarian
Randy Gall	Dean of Students
Teena Clark	General Education Teacher (Science)
Justin Speidel	General Education Teacher (Math)
Jolene Nearhood	Special Education Teacher
Megan Glasser	General Education Teacher (Social Studies)
Ashley Chambers	Special Education Teacher/ Instructional Coach
Sarah Sperry	General Education Teacher (ELA)
Karen Howard	Parent
Toni Moccio	Parent
Lisa Catanese	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
6/2/2021	X	X				
6/9/2021			X			
6/16/2021			X			
6/28/2021			X	X		
7/13/2021			X	X	X	
8/3/2021				X	X	
8/11/2021					X	X
8/18/2021						

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 interview process provided committee members with a better understanding of the mindset and needs of the students. Many of the student interviews shed light on how the Covid 19 pandemic as effected students academically, socially, and emotionally.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
As a committee we completed the Equity Self-Reflection and we also provided staff with the opportunity to complete the reflection. We then used the results to compare the views of both groups to identify areas of need and focus.

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.