



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
West Seneca Central School District	West Middle School	6-8

### Collaboratively Developed By:

The West Middle School SCEP Development Team:

David Kean – WM Principal  
Jason Marchioli – WM Assistant Principal  
Aimee Smart – WM Social Worker  
Katie Kubiak – WM School Counselor

Michelle Stupski – WM Math Teacher  
Heather Mundy – WM ELA Teacher  
Nicole Gang – WM Reading Specialist  
Kristi Ford – WM Parent

*And in partnership with the staff, students, and families of West Middle 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 1

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to creating a <b>Welcoming and Affirming Environment</b> throughout West Middle School and the West Middle School Community. This commitment includes deepening and reinforcing connections and relationships with students, staff, and the West Middle community.</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>• After 18 months of uncertainty, isolation, and for some, disengagement, it is important to reconnect our school community and its partners to ensure a focus on creating a Well-Rounded student.</li><li>• This commitment aligns with the West Middle Character Traits of <b>Well-Rounded, Empathetic, Studious, and Trustworthy</b>.</li><li>• Through the How Learning Happens document, the Equity Self-Reflection, as well as student interviews, we learned that it is important to align this commitment with the many feelings, beliefs, and principles parents, staff, and students have about coming back to school in the fall. Our goal is to lessen those anxieties and stresses regarding school in September.</li><li>• A philosophical belief at West Middle among faculty, staff, families, and our students is a Team-Mentality approach in creating a total student. Collectively we plan to prioritize in restoring and continue to develop a rigorous curriculum, robust extracurricular, and a positive athletic and sports program throughout West Middle School.</li></ul>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Create and extend the opportunities for students, families, and faculty &amp; staff to engage with one another in events outside of the classroom.</b></p>	<p><b>Monday August 30<sup>th</sup> 2021: Stepping Up to West 6<sup>th</sup> Grade Orientation and Open House.</b>  <i>~Allow students to become familiar with procedures, expectations, and "layout of the building".</i></p> <p><i>~Provide opportunities for students to engage in activities that build friendships, familiarity, and security about West Middle School.</i></p> <p><b>Tuesday August 31<sup>st</sup>: 7<sup>th</sup> and 8<sup>th</sup> Grade Orientation.</b>  <i>~Allow incoming 7<sup>th</sup> and 8<sup>th</sup> grades the opportunity to become reacquainted with the building.</i></p> <p><i>~Provide schedules, and lockers to students and allow them time to bring in supplies and become familiar with their schedule and classrooms.</i></p>	<p>~Informal surveys will be provided to solicit feedback and advice on how to improve on each event.</p> <p>~Encourage faculty and staff to talk with students, parents, and community members regarding their thoughts and opinions on each event.</p> <p>~Interview students (1 on 1 or in small groups) to acquire honest feedback.</p>	<p>~Funding for some of the activities.</p> <p>~Materials for the Orientations and Open Houses.</p>

Commitment 1

	<p><b>Thursday September 9<sup>th</sup>: 7<sup>th</sup> and 8<sup>th</sup> Grade Open House.</b>  <i>~Provide the opportunity for 7<sup>th</sup> and 8<sup>th</sup> Grade students and families to meet their teachers and become familiar with expectations.</i></p> <p><b>Friday September 24<sup>th</sup>: West Fest.</b>  <i>~Provide a family friendly event on school grounds to encourage West Middle students and their families to come together for an evening of activities, food trucks, and games.</i></p>		
<p><b>Focus on creating opportunities for students to participate in afterschool clubs, activities, and sports.</b></p>	<p><b>Thursday September 9<sup>th</sup> and Friday September 10<sup>th</sup>: Grade Level Orientations.</b>  <i>~Provide students a list of extracurriculars including clubs, activities, and sports.</i></p> <p><i>~Provide the steps and procedures needed to create any new clubs and activities that may spike student interest.</i></p> <p><i>~Push out email blasts, announcements, and post on the West Middle Webpage encouraging students to join and attend individual clubs and activities (as well as dates and locations).</i></p>	<p>~Keep track of attendance at these extracurriculars and encourage more students to attend. Looking to achieve 60% of student population to participate in at least 1 club, activity, or sport by January 2022.</p> <p>Sports teams will have final rosters collected.</p> <p>Clubs and extracurriculars will have a sign-in at the beginning at each session for attendance purposes.</p>	<p>~Possible bus transportation for field trips.</p> <p>~Funding for materials in order to successfully run these clubs and activities.</p> <p>~Funding for potential stipends for new clubs.</p>

Commitment 1

<p><b>Increase efforts to encourage students to become active members in the school community.</b></p>	<p><b>2021-2022 School year: Creation of Capstone Class.</b>  <i>~Provide students with ample opportunities to participate in community service projects.</i></p> <p><i>~Create an environment and atmosphere that encourages students to feel comfortable speaking in public on ventures and projects they are passionate about.</i></p> <p><i>~Expand the idea of community service throughout Social Studies classes at each grade level.</i></p> <p><i>~Provide opportunities for students to sign-up and volunteer for numerous community service projects throughout the year.</i></p>	<p>~Keep track of attendance and record the number of students who showed interest, signed-up, and participated in individual events and community service projects.</p> <p>~Survey students after each event to solicit new ideas and opinions on how to improve upon these projects.</p>	<p>~Possible bus transportation to and from these community service locations.</p> <p>~Funding for potential materials needed to properly implement these community service projects around West Seneca.</p> <p>~Time for Capstone and Social Studies teachers to plan these service learning projects.</p>
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Commitment 1

**End-of-the-Year Desired Outcomes**

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	40. I feel welcomed in my school. [Current: 75.18%] 44. My family attends school events, such as games, plays, and fundraisers. [Current: 51.23%]	Desired Response would be at 80% and continually increasing so every students feels safe and comfortable at West Middle.
<b>Staff Survey</b>	68. I contact families on a routine basis, not just in times of concern. [Current: 60.87%]	Desired Response would be a school community with open, transparent dialogue and conversations. Students, Parents, and Staff should all feel comfortable reaching out to any West Middle staff member.
<b>Family Survey</b>	44. Our school has clubs, activities, and events to help students engage and connect to school. [Current: 60.75%]	Desired response would be to encourage the growth of diverse clubs and activities to continue helping students engage and connect to school.

Commitment 2

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to strengthening, reinforcing, and solidifying a comprehensive and robust curriculum which is inclusive and all-encompassing for the students and families of West Middle School.</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>• This commitment aligns with the West Middle Character Traits of <b>Well-Rounded, Empathic, Studious, and Trustworthy</b>. Focusing on maintaining West Middle as a center for instruction and learning.</li> <li>• Based on the Equity Self Reflection Document, How Learning Happens Document, and Student Interviews, we discovered that students will need time to readjust to the traditional school setting as well as a more vigorous curriculum. In order for students to close any potential gaps, faculty and staff will devote time each week for remediation.</li> <li>• Based on numerous conversations from the TSI committee and from student and parent surveys, parents are worried that their child has fallen behind. As a school community, we need to collaborate on key curriculum to ensure all of our students are successful in Middle School.</li> <li>• This commitment fits into West Middle's long-term plan of created a well-rounded student being successful in the classroom, in clubs and activities, as well as with interscholastic athletics.</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>Create an Academic Learning Lab for both ELA (writing) and Math.</b></p>	<p>●<b>2021-2022 School Year: Academic Learning Lab.</b>  <i>~The physical creation of a Math Lab as well as an ELA Lab for students to attend for extra help, remediation, or clarification.</i></p> <p><i>~This lab will be available for all students to support all levels of abilities and skills.</i></p> <p><i>~The Writing and Math Labs will be fully staffed throughout the day in order to accommodate all of West Middle's student schedules.</i></p> <p><i>~There will be a number of students selected to attend the lab on an every-other-day basis, but still maintain seats for students to reserve a seat to attend during their study halls.</i></p>	<p>~Review of data from MAP ELA and Math Assessments.</p> <p>~Check daily attendance of each Lab and review the number of students visiting the labs on a weekly basis.</p> <p>~Progress monitoring through RTI, as well as focusing the team mentality approach for the labs including open dialogue and conversation between the Lab teachers and core content teachers.</p>	<p>~Creation of additional rooms in the current library to accommodate the needs of a Math and Writing Lab.</p> <p>~Funds to furnish the Learning Labs. It is important to create a learning lab where students feel safe, comfortable, and willing to become active participants.</p> <p>~Time for counselors (through RTI) to make appropriate recommendations to the Learning Labs.</p>

Commitment 2

			~Time for Learning Lab instructions to work with core teachers to develop common language, skills, and expectations across all curriculum.
<b>Create a more robust afterschool Academic Program to accommodate students' needs.</b>	<p>●<b>2021-2022 School Year: Afterschool Program.</b>  <i>~Expand the idea of the learning labs into an afterschool program.</i></p> <p><i>~Create a learning environment that allows for peer tutoring using NJHS members.</i></p> <p><i>~Create a learning environment by using Academy students from the High School to work afterschool with students on homework and projects.</i></p>	<p>~Review of data from MAP ELA and Math Assessments.</p> <p>~Interview students to seek out details on the success of the afterschool program.</p> <p>~Check daily attendance of the afterschool program as well as determine how many students attend on a weekly basis. Discuss on how to encourage more students to get involved in new clubs, activities, and teams.</p>	<p>~Funding for supervision of the Afterschool program.</p> <p>~Finding the necessary space (in the library) to accommodate an afterschool program.</p>
<b>Create the time to collaborate with team members as well as departments to ensure curriculum is aligned both</b>	<p>●<b>September 2021: Curriculum Meetings.</b>  <i>~Provide the faculty and staff a calendar of meeting dates including department chairperson meetings, department meetings, team meetings, and grade level meetings.</i></p>	<p>~Work with teachers to help them gain perspective on creating a well-rounded student.</p> <p>~These meeting will lead to working on more cross-</p>	<p>~Creating the time to allow teachers to meet on a regular basis to discuss curriculum, mapping, strategies, and successes.</p>

Commitment 2

<p><b>horizontally and vertically.</b></p>	<p><i>~Monitor these meetings to ensure collaboration among all members.</i></p> <p><i>~Provide guidance using District resources by inviting the Department Facilitators to these meetings in order to further guide the curriculum maps, instructions, and materials.</i></p>	<p>curriculum instruction including common vocabulary, resources, and texts.</p> <p>~Discuss with individual teams and departments to monitor progress of aligned curriculum (both vertically and horizontally).</p>	
<p><b>Building Administrator Monitoring</b></p>	<p><b>October-December 2021: Principal and Assistant Principal Walk-throughs.</b></p> <p><i>~Ensure teachers are following through on key curriculum concepts and materials discussed during department meetings.</i></p> <p><i>~Meet with teachers to share data as well as encourage them to share this same data with both students and parents.</i></p>	<p>~Through walk-throughs, the principal will be able to provide supportive feedback on curriculum based on collaboration and discussion from department and team meetings.</p>	<p>~Blocking out a big portion of uninterrupted time to ensure the necessary conversations can occur without interruption.</p>

Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	16. Our curriculum includes challenging reading and writing tasks. [Current: 68.36%] 29. My teachers help me keep track of my learning and assess my progress. [Current: 69.64%]	Desired response would be create an atmosphere of learning, one that supports and fosters our students but also challenges them to their fullest potential.
<b>Staff Survey</b>	18. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion. [Current: 64.00%] 26. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students’ diverse needs. [Current: 72.00%]	Desired response would be to increase communication and transparency with faculty and staff to help develop the opportunities for professional growth and development.
<b>Family Survey</b>	19. I am satisfied with the education my child receives in school. [Current: 64.02%] 36. My child(ren) is required to self-monitor their progress and keep track of their own learning. [Current: 69.73%]	Desired response would be to increase communication, support, and rigor for all students at all levels of learning.

Commitment 3

### COMMITMENT 3

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

#### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	
<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>	

Commitment 3

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?

Commitment 3

## 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>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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 4

## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	
<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>	



Commitment 4

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?

Commitment 4

## 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>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

## Evidence-Based Intervention

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

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>Attendance?</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	This intervention strategy will support both of our 2021-2022 school year commitments.

Commented [A1]: Will you use attendance again?

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>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

Our Team's Process

## 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
David Kean	West Middle Principal
Jason Marchioli	West Middle Assistant Principal
Aimee Smart	West Middle Social Worker
Katie Kubiak	West Middle School Counselor
Michelle Stupski	West Middle Math Teacher
Heather Mundy	West Middle English Teacher
Nicole Gang	West Middle Reading Specialist
Kristi Ford	West Middle Parent

## Our Team's Process

### 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>Monday June 14<sup>th</sup>, 2021</i>		X	X	X		
Tuesday June 15 <sup>th</sup>	X					
Thursday June 17 <sup>th</sup>					X	X
Wednesday June 23 <sup>rd</sup>					X	
Tuesday June 29 <sup>th</sup>					X	

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

The Student Interview process directly affected and influenced West Middle's SCEP Committee. Having numerous conversations and discussions with students, gathering information and insight, and understanding their perspective on their wants, needs, and stressors played a valuable role in shaping and developing our SCEP.

### Equity Self-Reflection

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

The Equity Self-Reflection provided valued information and insight on the committee's opinions, beliefs, and sentiments on what our students have gone through as well as what are the needs of our students moving forward in the weeks, months, and years to come.

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

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

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the *Leveraging Resources to Support the SCEP* document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.