



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
RCSD	School Without Walls	9-12

Collaboratively Developed By:

The School Without Walls SCEP Development Team

Coretta Bridges

Lakisha Wilson

Freda Miller

Kelly Johnson

Karen Wagner

Mary Gagnier

Aylin Rodriguez

Karen McCann

Jenn St. Clair

Karie Shaw

Holly Taylor

Brenda Billups

And in partnership with the staff, students, and families of School Without Walls

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

<p>What is one commitment we will promote for 2021-22?</p>	<p>Improving Reading and Writing Across Content</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● Students rarely meet the outstanding level on PBATS ● Once students reach 11th grade many are still struggling with skills that should have been mastered in 9th & 10th grade in order to perform well on PBATS in all content areas. ● We need to increase student's content vocabulary ● Student inability to understand tasks to write an appropriate response ● Student inability to summarize and write about non-fiction making connections in the writing ● Lack of comprehension when reading academic text vs social media reading ● lack of ability to engage in accountable conversation ● Better writing is necessary for college and career readiness

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?
Teacher observation of colleagues	Teachers schedule classroom visits with colleagues to observe successful instructional strategies	<p>Teachers will Look AT Student Work (LASW) in monthly department meetings.</p> <p>Guiding questions for the observations and follow up discussion.</p> <p>Shared bank of successful strategies.</p>	Teacher release time-cover a class for a colleague teachers willingness to share and open their rooms
Identify common skill requirements across content areas and grade level	<p>Use PBAT rubrics to identify exit level writing requirements in each content area.</p> <p>Feedback from outside evaluators (community expert) for teachers to address in student writing</p>	<p>Review interim assessments in grade level meetings.</p> <p>use regular formative assessment to identify specific skill progression</p> <p>pre and post assessments</p>	<p>expansion of outside evaluators (community)</p> <p>PD on teaching writing skills</p> <p>common formative assessments</p>

Commitment 1

	<p>Consider the required common skills and Use backward design to determine what the focus should be at each grade level.</p> <p>Schedule identified 9th graders in writing intervention classes.</p>		<p>adequate planning time</p> <p>regular bi-weekly department meetings</p>
Build stamina in writing	On demand writing in all content areas	<p>Log of growth from each on demand task</p> <p>rubric evaluations of student writing</p> <p>Improved grades</p>	content specific writing prompts

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>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
Create a spreadsheet including all PBAT scores from 2018-2019 SY to compare to the scores from the 2021-2022. This will enable us to see if there was any improvement in outcomes in content areas.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Inclusive Culture as reflected in our community & content area</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● To make the school more comfortable for all students (different ethnicities/backgrounds) ● To build positive relationships with students ● To increase student engagement ● To learn more lessons about the value of diversity ● To help teachers to become more culturally sensitive and responsive ● To create lessons and curriculum that students of different backgrounds and ethnicities can relate to and see themselves in ● Students have expressed an interest in learning about the cultures of their peers.

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?
More diverse literature/media	Finding ways to include diverse literature/media into specific content area	Quarterly student surveys	-Access to literature and media through the library systems and other outside resources -More PD's for incorporating diverse literature -Guest speakers -Money for literature and/or guest speakers
Increase celebrating students of different backgrounds	Building partnerships with community organizations that can provide assistance (ABC, IBERO, etc.) 2 multi-cultural celebrations	student & parent surveys Track attendance	-Partnerships with community organizations/colleges -Funding
Teaching more about the traditions, beliefs and cultures of students with different background	-Involving more people of different backgrounds to connect with staff -Finding literature and media to support the teacher 3 guest speakers this year	staff surveys student surveys reviewing lesson plans monthly	-Partnerships with community organizations/colleges -Funding -PD's

Commitment 2

	-Increasing PD's about traditions, beliefs and culture of students with different backgrounds		-Observations and partnerships with others
Continuing to explore anti-racist theories and implementing the ideologies that are taught	-Continue PD's regarding anti-racism -Providing the opportunity for staff to practice and utilize the information in a safe space -Bi-weekly PD sessions utilizing the books <u>White Fragility</u> and <u>How To Be An Anti-Racist</u>	PD feedback surveys Quarterly Student survey Weekly/Monthly sharing of lesson plan ideas by teachers with colleagues	-Professional Developments -Observations and partnerships with other teachers -Common planning time -RTC -Collegiate partners/Community Partnerships
Improving communication with families of second language learners	-Use language line -Family events to acclimate parents to the school and teachers -Using more translation tools (email, texting, letters etc.) -Creating a list of resources to communicate with families	-Increased involvement of parents with different backgrounds	-PD's -Funding subscriptions for tool - Support from RIA
Select an All School Read Book with the same or similar themes the adults will be learning about.	The summer ASR team will research books to suggest to the students. Students select the book in the fall. The ASR committee designs lessons and activities to accompany the text.	Students and staff are actively engaging in discussion during Extended Class. Each Extended Class produces a product to share with the whole school during the final exhibition.	-Copies of the book -Supplies for projects -Transportation for field trips.

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>
Student Survey	TBD	
Staff Survey	TBD	
Family Survey	TBD	

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.
Attendance tracking for celebrations and schoolwide events including parent-teacher conferences will provide a measure of whether or not parents are engaging with the school.

COMMITMENT 3

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Balance/Connect Academics and social/relationships</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • Students expressed an interest in using extra-curricular activities to build relationships with staff. • The state of current events in society are having a direct impact on teaching and learning. •

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?
<p>Quarterly events that have an academic and social component that staff and students participate in together</p>	<p>Students discuss ideas during decision making</p> <p>Staff and students discuss ideas together during staff meeting</p> <p>Volunteers organize the events based on agreed upon protocol</p> <p>Planning events during personal needs time or after school</p>	<p>Examples: BHM celebrations, Health Fair, Quarterly on track ceremony, jeopardy game, math trivia competition etc.</p> <p>Student feedback</p>	<p>-Buy in all staff to participate in activities outside of class time</p> <p>-Funding</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>
Student Survey	TBD	
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
We should have one event per quarter to meet our goal.

COMMITMENT 4

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

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?

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>
Student Survey		
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
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:

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	

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

--

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>		

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

Equity Self-Reflection

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

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.