School Comprehensive Education Plan
2022-2023

District	School Name	Grades Served
Hempstead Union Free School District	ABGS Middle School	7 – 8

Collaboratively Developed By:

The ABGS Middle School SCEP Development Team
 	
SCEP Team Members: Carey Gray, Principal
        Linda St John, IB Coordinator
        Wendy Eisner, Interim Assistant Principal
        Elizabeth Diglio, Teacher
        Raquel Goldsmith, Teacher
        Mishka Fox, Teacher
        Claire Lamothe, Teacher
        Dawn Sumner, Teacher
        Tiara Adams, Community School Director
        Zauditu Scarlett- Parent
 	
And in partnership with the staff, students, and families of ABGS 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 review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-2023 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

Our Commitment

What is one commitment we will promote for 2022-2023?	To continue to utilize benchmarks assessment and instructional data to drive instruction and continue to support students in self –reflection of their learning.
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?*	• This commitment will meet the needs of all students. • According to the "How Learning Happens" Document, the collection of data to drive instruction would encompass the elements of meaningful learning and agency. Every child is engaged in meaningful learning that is relevant to them and allows them to self-reflect and self-assess their learning in order to shape their learning. • Students have begun to take ownership of their learning and are now able to understand their strengths and weaknesses. Because of this success this commitment continues to be the right commitment • As an IB MYP World School we will continue to use self-reflection and assessments that are pivotal to the development of inquiry-based units. The inquiry-based units ask students and teachers to self-assess and self-reflect before and after a unit.

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?
• **We will administer I-Ready adaptive diagnostic three times a year in math and reading.** • **Science and Individuals and Societies will provide a Baseline, Mid-Term and Summative assessment.**	This strategy will continue to allow students to use an online platform to assess their growth throughout the year.	Success with this strategy will be measured through baseline assessment data. Teachers' discussions will be framed by diagnostic results. We will also continue to use benchmark data to help gauge success. Teachers will attach standards to assessments in Schoology to gather data on whether students are meeting the standards in each unit.	• I-Ready (Clever) Computer • Instructional Data Coach (teacher training) Testing Schedule • Baseline Assessments • Summative Assessments Technology Coach • Provide support for teachers on Schoology to develop standards-based assessments
Monthly meeting to discuss data.	Teachers and Instructional Coaches will continue to meet monthly to hold discussions on their data and share best practices	Continue to utilize the building-wide intervention model to target areas of weakness	• Data Coach Instructional Data

	Content –areas will agree on a skill set that is the focus for each month of the year.		• Content Coach Savvas • Common planning time • Survey of Staff on Professional Development Needs related to Data.

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	I am able to locate, access, and interpret the results of my assessments and benchmarks taken in my classes.	From 90 % agree to 95% agree
Staff Survey	I am able to locate, access, and interpret the data for assessments I have assigned my students.	From 96% agree to 98% agree
Family Survey	I am able to locate, access, and interpret data for my child.	From 36% agree to 50% agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-2023 school year.
- Send out a survey to students, teachers, and parents to identify their understanding of how to access, interpret and monitor their students' growth through assigned assessments. (September/June)   - Provide student, teacher, and parent workshops on how to access, interpret and monitor student growth in various content areas.   - Utilize the school webpage to provide detailed instructions and links to access student data.   - By the end of the school year, we expect over 95% of our students, 98% of our teachers, and 50% of our parents to be able access and interpret student data.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-2023?	Continue to implement the professional development plan and provide support for staff in curriculum, instruction, and assessment with focus on IB Assessment, Academic Honesty, Language, and Inclusion policies.
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 an IB World School it is important that we support teachers with the implementation of the IB policies. • Professional development is vital to the growth of staff, building connections with the community, and ensuring vertical alignment occurs throughout the building. • Teachers have expressed the need for more targeted professional development. • Together, we can create environments and experiences that put every child in the best possible position to build and practice the knowledge and life skills they need to thrive. • When teachers receive meaningful professional development, it will directly affect student achievement. • Professional development will also be connected to student data, promoting IB readiness school wide, technology usage, and vertical alignment between grades.

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?
Create vertical teams to align skills and best practices	Teachers will collaborate across grade levels to create resources and plans for addressing the needs of the students.	Monitor student progress through benchmarks and similar assessments.	• Weekly scheduled PLCs • Monthly professional developments
Review data from previous school year and have vertical PLCs to review data and set up student and class specific goals	Teachers will analyze data and have conversations about best practices and implementation of short- and long-term goals	At the end of the school year compare data from one year to the next	• Data Coach • PLCs or Professional development workshops
Professional development in relation to diversity, equity, and inclusion	Providing students and staff with more surveys related to diversity and how they feel about diversity within the school.	The results of the surveys will gauge the attitudes of staff and students.	Professional consultants • provide training on diversity, equity and inclusion
Professional development across all content in regard to increasing the	Utilizing the ENL curriculum coach to provide PLCs and professional development to staff on strategies used to engage ELL students and increase	Use Data from NYSESLAT Use Data from I-Ready and NYS ELA exams	ENL coach • facilitate professional development

participation of ELL's and IEP students	participation and communication in all content classes.		workshop training • hold weekly PLC meetings
Instructional technology workshops on the platforms and programs used by the school district	The Technology coach will train staff on programs and platforms used by the school district. The technology coach will develop and facilitate professional development workshops for the staff.	There will be an increase in the use of the various platforms used by the district (IReady, Schoology, Savvas)	Technology coach • Professional development workshops developed by coach

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	I have received appropriate instruction on how to access and monitor my academic growth.	From 90% agree to 95% agree
Staff Survey	I have received adequate professional development that has increased my professional growth.	From 78% agree to 85 % agree
Family Survey	I have attended workshops that have increased my knowledge of understanding my child's academic growth.	From 43% agree to 55% agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-2023 school year.
- Survey parents, teachers and students before and after any workshops, professional developments, or training that are attended.   - Use the results of the survey to drive the Professional Development themes for 2022-2023 school year.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-2023?	To continue to enhance social and emotional competencies including improving self-esteem and developing empathy and respect for each other, supporting the International Baccalaureate goal of preparing students to participate in the world around them.
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?*	We believe in educating the whole child in order to develop students who are productive citizens who are equipped to face challenges that will arise. As an IB World School, we will continue to strive to create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration. This commitment is influenced by student interviews where students shared the need for more safety and security in the wake of recent mass shootings. Students also expressed the need for a more fair, respectful, welcoming, understanding, nicer, kinder school environment that provides more counseling sessions for students. Students also expressed the desire for more school activities, field trips, and in-school events. This commitment is also influenced by the Equity Self-Reflection where teachers expressed that the school is improving on making the school a more welcoming and affirming environment. Based on reflection results, more teachers feel the school has begun to place more emphasis on social-emotional learning programs, assuming more responsibility in fostering close relationships with students and families to better understand students' cultures, goals, and learning preferences.

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?
Create a SEL leadership Team/ Child Study Team	The team shall consist of a grade level teacher, an administrator, psychologist, social worker, one special education teacher, a teaching assistant, one special area teacher, a health teacher, community aide, nurse, school counselor (September) The purpose is to provide consultative evaluative and prescriptive services for students who are experiencing academic and social and emotional difficulties.	Evidence of monthly or bimonthly meetings will occur to discuss students and the school climate Create a monthly survey to be given to staff and students to discuss concern/climate (Forms) Analyze surveys and set monthly goals	• Scheduled meetings with a common time for all stakeholders • Utilize the SEL State Standards
Student Leadership Council/Student Government	A group of students interested in providing input on school decisions, building school culture and supporting the community through service.	Weekly meetings Student Survey Visible improvement in student life, activities and success	• Scheduled meetings • Staff facilitator
By June of 2023, the student population will have access to	Student meeting with school counselors, social workers, psychologists by first	We will know this strategy has made a difference by conducting reoccurring	• Create a robust referral system and ensure

mental health counseling supports	completing a form on- line (Submit the forms to the SEL team)	check-ins with the Derner Child Hempstead Clinic. In addition, assessment of the implementation and viability of the school based mental health in connection with school-based clinicians, staff and parents. Monitor attendance of workshops Number of submissions of online forms	access on multiple platforms inclusive of online and in person. • Set aside a specific time to check forms and identify school personnel to set up meetings of the SEL team
Adopt a student	Each staff will be assigned a student to work with for the school year to achieve academic and social and emotional learning.	By the last week of September, teachers will begin supervising/mentoring students assigned to them in the development of the IB Grade 8 capstone Community Project according to the MYP Middle Years Program guidelines and assessment. Students will be given a quarterly grade at each of the four stages as they complete the yearlong project.	• MYP Community Project Assessment Criteria • Guidelines for Grade 8 Community Project will be given and reviewed monthly • September meeting to kick

			off the start of the project
By June of 2023, the student population will have increased participation in mentoring and case management services	This strategy entails implementation of tiered support for students experiencing hardship in attendance, behavior and coursework and for students who self-identify need mentorship. (Ongoing support)	We will know this strategy has made a difference by conducting reoccurring check-ins with partnerships. In addition, assessment of the implementation and viability of the community-based organizations in connection with school-based personnel.	Resources necessary are provision of after school programming access inclusive of space and oversight. In addition, allowance for classroom push-ins where applicable. Monthly parent workshops Parent/School Leadership Meetings Ongoing opportunities for meeting with parents and school leadership (Bi-monthly) Community Engagement Team Meetings (monthly)

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	Teachers provide me with social and emotional support at school.	From 61% agree to 85% agree
Staff Survey	The school makes sure all students can receive social and emotional support.	From 71% agree to 85% agree
Family Survey	My child feels that the staff at this school supports him/her.	From 64% agree to 85% agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-2023 school year.

- Provide more opportunities and access for students to build relationships with social workers, psychologists, and school counselors
- Continue to enhance social and emotional competencies including improving student self-esteem and development of empathy and respect for each other, supporting the International Baccalaureate goal of preparing students to participate in the world around them.
- Grade 8 students will complete the MYP Community Project that focuses on community and service and encourages students to explore their rights and responsibility to implement service as action in the community.

.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-2023?	To continue to use the International Baccalaureate (IB) Middle Years Program (MYP) framework of inquiry-based student-centered learning to drive instruction and improve academic achievement.
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? 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?*	• We are making this commitment because as an IB World School we have aligned our vision with that of IB which is to develop knowledgeable, global-minded inquirers who are lifelong learners and change agents. • This commitment is influenced by "How Learning Happens" because the two frameworks are aligned in that both support research that shows learning is social, contextual, and relational. • This commitment is also influenced by student interviews where students expressed that they want learning to be more fun and interesting, more activities, better ways for teachers to teach, they want to be motivated, more group work, fun activities, elimination of cohorts so they can be more sociable, more hands-on projects and a better grading system. • With inquiry-based learning students participate in hands on activities with their peers where they use their social skills to collaborate, communicate, and build relationships. Using the IB framework, students will realize that learning can be fun and is not limited to school but happens everywhere and all the time. • This commitment is right to pursue as it fits into the school's long-term goal of creating a culture of achievement that fosters student success as global citizens.

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?
The strategy we will pursue is to fully implement the IB framework by ensuring uniform usage of IB Units of Inquiry.	This strategy entails walk throughs/observations of instruction to ensure the teachers are utilizing the IB units of inquiry to fully implement the IB framework. Teachers and staff will receive ongoing support and feedback to improve instructional practices.	We will hold monthly meetings to monitor student usage of I-Ready and monitor progress and growth. We will assist teachers with utilizing I-Ready online differentiated lessons to target students' specific needs.	• I-Ready – Baseline, Benchmark, and Summative Assessment Data; • IB Units of Inquiry; Atlas-Rubicon; Teachers, Instructional Coaches, • IB-Coordinator, School Leaders, and Instructional Coaches
The School Leader will continue to provide dedicated time for vertical and horizontal collaborative planning and reflection of IB Units of Inquiry.	We will continue to hold weekly vertical and horizontal meetings to identify and share best practices and strategies to improve student achievement.	We will meet quarterly to analyze data from I-Ready student Baseline, Benchmark, and Summative Assessments to determine next steps.	• Access to IB Units of Inquiry through Rubicon-Atlas; Log on credentials.

			• Teachers, Instructional Coaches, IB-Coordinator, and School Leaders
We will plan and facilitate professional development workshops as requested/needed to staff based on a beginning of year survey and follow-up surveys at the completion of each workshop.	Scheduled Extended Wednesdays and superintendent district wide professional development workshops facilitated by curriculum consultants, IB Coordinator, Instructional Coaches, and School Leaders will continue throughout the year.	We will provide administrative and peer support to assist teachers and assess the need for additional professional development. Teachers and staff will continue to complete surveys and submit requests to attend workshops they feel would be beneficial to their professional growth.	• Professional Development Workshops, • Teachers and staff, Instructional Coaches, IB-Coordinator, School Leaders • Consultants and Workshop facilitators

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	I have groupwork activities in most of my classrooms	From 71% agree to 85% agree
Staff Survey	The school initiates student led projects and school-based student leadership opportunities	From 76% agree to 85% agree
Family Survey	My child enjoys and looks forward to coming to school	From 64% agree to 85% agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-2023 school year.

- Students will have the opportunity to complete the yearlong MYP Community Project that focuses on community and service, encouraging students to explore their rights and responsibility to implement service as action in the community.
- September 2022 - A survey of students in the beginning of the year will be conducted to assess their understanding of inquiry-based learning and how it relates to the eight grade MYP Community Project.
- June 2023 – A follow up survey will be conducted where 100% of students will be able to demonstrate/articulate an understanding of inquiry-based learning and relate it to the eighth grade MYP Community Project.

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	

☐ 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	IB Program
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitments 1, 2, 3 and 4
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.ibo.org/globalassets/publications/ib-research/Research-IBA-en.pdf Key finding from research on the impact of IB Programmes in the Americas

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
Carey Gray	Principal
Linda St John	IB Coordinator
Wendy Eisner	Interim Assistant Principal
Elizabeth Diglio	Teacher
Mishka Fox	Teacher
Raquel Goldsmith	Teacher
Claire Lamothe	Teacher
Dawn Sumner	Teacher
Tiara Adams	Community School Director
Zauditu Scarlett	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
6/17/2022	X	X	x	x	X	X
6/18/2022	X	X	x	x	X	X
6/19/2022	X	X	x	x	X	X
6/20/2022	X	X	x	x	X	X
6/21/2022	X	X	x	x	X	X

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
The findings of the interview show that IB MYP students of ABGS are articulate about their learning environment. Hearing students' voices enabled them to feel that school is a place that belongs to them. This is important to the team because the data we gathered from the students helped us to shape the commitments.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-Reflection allowed the team an opportunity to see that as an IB World School we are open-minded and reflective, and each member's diverse experiences and expertise is important in creating the SCEP Plan. After completing the survey and analyzing the results, the commonalities of the group responses helped to develop several components of our plan and to think about what our school's needs and what we would like to see.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. x The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. X 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, 2022.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-2023 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 2022-2023 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 2022-2023 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-2023 school year. Schools should continually monitor their implementation and adjust their plans when appropriate.