PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Providing an Inclusive, Nurturing Environment

Why is this a priority?
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	After more than a year of remote/hybrid instruction, students returned to in-person instruction for 2021-22. Although most students were happy to return to school, many students and families expressed concerns about attending in-person. In addition to ongoing health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom. While the district increased social-emotional supports to students and families in 2021-22, we saw an increase in behavioral incidents as many students struggled to adjust to being back in the classroom. We also saw an increase in students being referred for mental health supports. Although these increases began to stabilize by the end of the school year, we recognize the need to continue supporting the whole child in order for learning to occur. We believe that an important part of this support is providing an environment that allows all students to feel safe and supported.
	
	During discussions within our schools as they completed the Equity Self-Reflection, it became apparent that our district needs to put more attention toward affirming the identities of our students. This theme also came out during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	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?
Develop authentic connections with students	Have day-long summer induction for each grade level to bring students into building and reacquaint them with peers. Loop elementary school classrooms when possible. Pilot regular use of the PERTS survey in select Middle School and High School Classrooms Implement "Positive Greetings at the Door" (PGD) for all Elementary School classrooms. Administrators will commit to learning the names of all students in their buildings	Talking to students – including connecting with some of the students interviewed that shared their anxieties about returning to school to gather feedback on the induction activities and the use of looping to alleviate anxieties. PERTS survey will yield helpful feedback to teachers regarding questions related to Student Belonging and Affirming Cultural Identities. Results will improve during the year; based on feedback from pilot group, survey will be expanded beyond initial pilot in the third quarter. Teachers will greet students by name and aim to have five positive interactions with	Time, Space, and Funding to cover costs associated with running induction activities.

		students (as part of PGD) before they enter classrooms (Sept) Administrators will know all students' names by November.	
Implement restorative practices	The district will provide schools with materials (signage, books, literature) reflective of restorative practices. All district community members will receive training in restorative practices. School leaders will model affective statements when interacting with staff and students. School leaders will visit classrooms to monitor the use of affective statements and provide feedback and support to improve implementation. Each school will develop a schedule for restorative circles. Elementary students will participate in restorative circles during morning meeting. Middle/high school students will participate in restorative circles during advisory period. Instructional staff and school support staff will create restorative	Signage and literature throughout the building will be reflective of restorative practices. (Sept) The school community will use affective statements when interacting with each other. (Jan) New initiatives will be implemented through fair process. (Ongoing) All students will participate in regular restorative circles. (Oct) A lesson plan bank will be developed for restorative circles. (May)	Money will be needed for materials, PD, and sub-coverage for staff to attend training Time will need to be dedicated to conducting restorative circles. Principals will need to schedule times to visit classrooms and provide staff with feedback. This time will need to be protected so that the principal is not pulled away to deal with other responsibilities. Time will be needed for staff to develop restorative circle lesson plans. Money may be needed for materials to conduct these lessons.

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	circle lesson plans and post them to Google Docs.		
With students, build environments that are inclusive to all.	Introduce the BEST Self-Direction Toolkit to admin team and explore how to incorporate these resources into select classrooms within the district to expand student agency. Support staff with the reintroduction of small group instruction and cooperative learning, both of which were difficult to implement during the pandemic. Complete the NYU Steinhart Culturally Responsive Scorecard. Tend to areas that need additional attention. Survey students twice during the year about the indicators of inclusion and belonging using the Psychological Sense of School Membership (PSSM) scale. Use results to identify where additional attention and training may be necessary. Middle and high schools will expand club or afterschool offerings.	Teachers will be developing activities and assignments with students. All students would have the opportunity to meet with small groups throughout the day. Address issues identified in the initial completion of the NYU Culturally Responsive Scorecard Survey responses will indicate gains between the initial PSSM survey and the end-of the year PSSM survey. Middle and HS students will be surveyed about club offerings. We will look to have 80% of students that do not have jobs after school participating in at least one extracurricular activity. Classrooms, hallways, and shared spaces will include posters, signs, etc. that represent the cultural identities of students attending the	Time and potentially training will need to be set aside to support staff as they reintroduce group activities. Time will be needed to complete the Culturally Responsive Scorecard. Resources will be necessary to address areas that arise as needing additional attention. It is likely that materials will need to be purchased and time set aside to address curricular issues that emerge from the scorecard. Funds will be needed to provide transportation from afterschool activities and pay for staff to run clubs. Time and Funds may be necessary to provide training in response to themes that emerge in the initial PSSM survey. Money will be needed to purchase materials if current

	The cultural diversity committee at each school will review materials posted in public spaces to ensure that they are representative of the student population for that school and are presented in the languages primarily spoken by students/families. Additional materials will be purchased/created if necessary.	school. Information will be presented in the languages primarily spoken by students/families. (Sept)	posters, signage, etc., are not representative of the school population.

Measuring Success

What will the District look to as evidence of success?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

The majority of behavior incidents will be managed through non-punitive measures.
90% of students will agree or strongly agree with the statement, "My teacher cares about me."
90% of students will agree or strongly agree with the statement, "I can really be myself at this school."
85% of students will disagree or strongly disagree with the statement, "it is hard for people like me to be accepted here."
85% of students will disagree or strongly disagree with the statement, "Teachers here are not interested in people like me."