



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Wappingers CSD	Wappingers Jr. HS	7-8

## Collaboratively Developed By:

The Wappingers Junior High School SCEP Development Team

*And in partnership with the staff, students, and families of Wappingers Junior High 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

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 2022-23 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.

### Strategies

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 Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [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](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to increasing student participation and access to learning through literacy development and helping them see literacy as a bridge to future academic and career success. We commit to supporting students’ literacy growth to increase their access and participation in all curriculums and life outside of 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>● Our commitment fits into the school’s vision of creating lifelong learners and teaching students to challenge themselves to realize their potential.</li> <li>● This commitment is related to our school’s vision/mission statement, and is a core value of our building.</li> <li>● Students have input into how they learn and should be encouraged to actualize their own education. We must be responsive to student input and feedback, and work to make our actions more authentic for our students.</li> <li>● We believe this commitment is vital to the overall education of the student, and will help them unlock their own potential and pursue their goals and passions moving forward.</li> <li>● This commitment is already embedded in the school’s mission statement and is critical to our long term plans of creating self sufficient lifelong learners.</li> </ul>

## Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>When will the change take place?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>PLC Time to Focus on Tier-Two Academic Language in all core subject</b></p>	<p>Core teachers will assess student understanding/application of the list of cross curricular words and bring this data to their PLC to share data. This can be seen in the hallway on word walls.</p>	<p>Starting in October with a plan to meet every 5 weeks.</p>	<p>We will track students' understanding of the tier two words both in all core area subjects.</p>	<p>PLC training from BOCES in September</p>
	<p>Training in PLCs</p>	<p>September</p>		<p>PLC training from BOCES in September</p>
	<p>PLC's initiated with facilitation support</p>	<p>October then every 5 weeks</p>	<p>All core area subjects will use their PLC time to review students' abilities to use tier 2 words, in context.</p> <p>The data will lead to conversations about what worked and what did not. Reteaching may be needed.</p>	

Commitment 1

	PLC's gradually released to department	Beginning in January	Teams will share facilitation responsibilities with external support	BOCES support
	TC's will share tier words that are identified from their PLCs that could use additional support throughout the building.	Immediately following each data review	Greater building wide understanding and support for the developing and utilizing Tier II words	
<b>Exploratory Teachers Teaching Tier 2 Words</b>	Exploratory teachers will identify tier 2 words that relate to their content and will use them throughout the year.	throughout the year	This will be determined by each department/subject.  ELA will share tier words they identify from their PLCs that could use additional support throughout the building	
<b>Skills &amp; Strategies Identified During Summer Curriculum Work</b>	Members of the ELA department will meet in July to revise the current Scope & Sequence, which will include identifying skills and strategies to be taught in each unit.  It is our goal to have the Scope & Sequence for quarter 1 completed this summer. Then during quarter 1, we will work on quarter 2, during quarter 2, we will work on quarter 3, and during quarter 3, we will work on quarter 4.	The revised ELA curriculum and common assessments will begin in September.		Summer Curriculum Work; regular work with ELA consultant during District Release
<b>Common Assessments and Rubrics</b>	Social Studies and ELA will develop common assessments during summer curriculum work.	Each common assessment will be reviewed approximately every five weeks in	Both departments will identify what standards are being assessed and reflect on student progress on the standards. Item	Summer Curriculum Work

Commitment 1

		<p>their department meeting.</p>	<p>analysis will take place in department meetings.</p> <p>Some assessments may be as simple as a common exit ticket, while others may be an item analysis of unit exam questions that have tier 2 words embedded in them. The common assessments are embedded in the scope and sequence document for ELA.</p>	
	<p>Social Studies and ELA will develop common rubrics for short answer/extended response questions/CRQs to ensure common language for students to track their progress</p>	<p>Each common rubric will be reviewed approximately every five weeks in their department meeting.</p>	<p>Both departments will review the data from the rubrics to identify areas of strength and growth.</p>	

## End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"> <li>● I feel prepared to do well on class assignments.</li> <li>● My teachers give me extra help when I need it.</li> <li>● My teachers know my strengths and where I struggle.</li> </ul>	<ul style="list-style-type: none"> <li>● &gt;85% Agree or Strongly Agree</li> <li>● &gt;86% Agree or Strongly Agree</li> <li>● &gt;67% Agree or Strongly Agree</li> </ul>
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● The professional development sessions I attend help me better meet my students' learning needs.</li> <li>● I am given time to share with and learn from other teachers.</li> <li>● Helping students meet challenging academic goals is a primary focus of my school.</li> <li>● I am given the instructional support I need to teach my students.</li> </ul>	<ul style="list-style-type: none"> <li>● &gt;68% Agree or Strongly Agree</li> <li>● &gt;72% Agree or Strongly Agree</li> <li>● &gt;72% Agree or Strongly Agree</li> <li>● &gt;89% Agree or Strongly Agree</li> </ul>
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● Teachers set high expectations for my child.</li> <li>● My child is being prepared to do well in the next grade or after graduation.</li> <li>● My child receives support that addresses his or her individual needs when attending classes.</li> </ul>	<ul style="list-style-type: none"> <li>● 76% Agree or Strongly Agree</li> <li>● &gt;85% Agree or Strongly Agree</li> <li>● &gt;72% Agree or Strongly Agree</li> </ul>

## Commitment 1

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 2022-23 school year.

I-Ready

In addition, the ELA department and SS department will have several common assessments that will be given approximately every five weeks. A pre-assessment will be developed over the summer and given to all students during the first month of school to be used as a baseline. The maximum number of points on the first common assessment is ten. The anticipated growth would be three points from the baseline to the end of the year with a similar type of writing piece.

- ELA i-Ready Data:
  - 7th Grade Increase 10% to “Mid or Above Grade Level” in Spring Diagnostic from the Fall Diagnostic
  - 7th Grade Decrease 7% to “Two Grade Levels Below” in Spring Diagnostic from the Fall Diagnostic
  - 8th Grade Increase 7% to “Mid or Above Grade Level” in Spring Diagnostic from the Fall Diagnostic
  - 8th Grade Decrease 4% to “Two Grade Levels Below” in Spring Diagnostic from the Fall Diagnostic



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to increase engagement, accessibility, and make all classes more relatable to all students both socially and culturally so that they can reach their full potential.</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>	<p>We are making the above commitment because when content is accessible and relatable to all students, it generates intrinsic motivation to become a lifelong learner.</p> <p>Employing processes to make classes more relatable to student daily life, brings about more opportunities to incorporate cross-curricular project based learning experiences that includes student choice, social justice, and culturally responsive education.</p>

## Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	When will the change take place?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Implement Student Voice and Choice school wide</b>	Choice board assignments created across all content areas. PLC time will be used to create.	Implemented at least 3 times per year.	Survey data will reflect that students feel more involved and accepted in the school environment.	PD (in house) during SC days at the beginning of year focused on student voice and choice.
	Explore PBL within departments at the 7th grade level with possible expansion into 8th grade the following year. PLC time would be used to create.	Begin working within departments on creating a project with the hopes of implementing 3rd quarter.	Survey data will reflect that students feel more involved and accepted in the school environment. Math Curriculum writing this summer focus on PBL	PD (in house) offered to individuals identified to implement PBL
	Common Assessments in Math	At the end of each Unit	Common Assessments at the end of each Unit so that teachers are able to look at the grade level data, reflect on teaching practices, and make appropriate changes.	

Commitment 2

	Create & give survey to students to gauge student responses to choice and community	Create a short survey before the start of the 22/23 school year. Implement at least 3 times throughout the school year (Week of 9/12 on Team days, 1/24/23, and 5/25/23. Given during Science 1/24/23 and Social Students on 5/25/23)	Survey data will reflect that students feel more involved and accepted in the school environment.	1:1 Chromebooks to give surveys
<b>Directed &amp; Purposeful AIS instruction</b>	Diagnostic Data: Revamp AIS Rosters	Within 2 weeks of the Fall and Winter iReady administration	The AIS teachers use the results of the iReady data to make recommendations to their respective teams with changes that should be made to the AIS rosters so that they are better aligned to the lowest 25% of the building.	District release for AIS teachers to analyze data so changes can be made in a timely manner, support from departments and guidance.
	After Quarterly Grading: Data Rollup and make AIS roster changes as necessary	Within 2 weeks of grades being due.	AIS and content teachers will work together to make recommendations for schedule changes based on performance.	District release for AIS and content teachers to review rosters so changes can be made in a timely manner, support from guidance.

Commitment 2

<p><b>Bridging the COVID gap</b></p>	<p>Unit 0 for Math</p>	<p>The first two weeks of school.</p>	<p>Teachers in Math 7 and 8 will teach a Unit 0 that covers major material from the previous year that needs to be reviewed in order to re-engage students with material that they've seen before, provide opportunities for students to feel successful, which will support teachers with building meaningful relationships with students.</p>	
	<p>Revamping 2021-2022 Unit 0 for Math for 2022-2023</p>	<p>During Summer Curriculum Writing</p>	<p>Teachers will look at the 21-22 Unit 0 and make adjustments to meet the needs of the incoming cohort based on anecdotal information provided by their current year teachers.</p>	<p>Approval to have this strategy be included in summer curriculum</p>
	<p>Embedding state test questions into the curriculum where applicable</p>	<p>During Summer Curriculum Writing</p>	<p>To provide students with more opportunities to interact with state test questions since they have less experience with the test due to the pandemic.</p>	<p>Approval to have this strategy be included in summer curriculum</p>

## End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"> <li>● “My classes are interesting”</li> <li>● “I am asked to share my ideas about how to make my school better”</li> </ul>	<ul style="list-style-type: none"> <li>● 60% agree or strongly agree</li> <li>● 40% agree or strongly agree</li> </ul>
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● “Students treat staff members with respect”</li> <li>● “The variety of activities and courses offered in my school keeps students engaged in learning.”</li> </ul>	<ul style="list-style-type: none"> <li>● 50% agree or strongly agree</li> <li>● 85% agree or strongly agree</li> </ul>
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● “My child is interested in what he or she is learning in school”</li> <li>● “Teachers allow my child to demonstrate his or her skills in a number of ways”</li> </ul>	<ul style="list-style-type: none"> <li>● 83% agree or strongly agree</li> <li>● 80% agree or strongly agree</li> </ul>

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 2022-23 school year.

## Commitment 2

- Student responses in the student interviews at the end of the 22-23 school year will indicate that there has been a shift in the amount of choice that teachers give students when it comes to the material that they learn about.
- Math i-Ready Data:
  - 7th Grade Increase 10% to “Mid or Above Grade Level” in Spring Diagnostic from the Fall Diagnostic
  - 7th Grade Decrease 7% to “Two Grade Levels Below” in Spring Diagnostic from the Fall Diagnostic
  - 8th Grade Increase 7% to “Mid or Above Grade Level” in Spring Diagnostic from the Fall Diagnostic
  - 8th Grade Decrease 4% to “Two Grade Levels Below” in Spring Diagnostic from the Fall Diagnostic

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to supporting students in improving their attendance rates so that they improve their academic prospects and chances for graduating.</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>	<p>Every day a student is absent is a lost opportunity for learning.</p> <p>Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class.</p> <p>Research states that regular attendance and participation in a quality program increases its impact on social and academic outcomes.</p>

## Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>When will the change take place?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Increase Attendance Rates for the Identified Subgroups (SE, ED, A/A, Hisp, ELL) and All students</b></p>	<p>Weekly PPS attendance data review. Thresholds will be at 3 absences (7 weeks), 6 absences (14 weeks), 9 absences (21 weeks), 12 absences (28 weeks), and 15 absences (35 weeks). At each marker the action plan will be reviewed and updated as needed including phone call, letter home, parent meeting invited by call and letter, home visit, county services.</p>	<p>September-June</p>	<p>SubGroup Attendance Data staying below established thresholds at each monitoring point</p>	



Commitment 3

	<p>PPS staff will meet to identify a list of attendance incentives and interventions that can be utilized when developing individual/group action plans.  <a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/">(https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/)</a></p>	<p>September-June</p>	<p>SubGroup Attendance Data staying below established thresholds at each monitoring point</p>	
	<p>Last day of each month award recognition for students attaining 100% attendance and 95% or better.</p>	<p>End of month beginning in September</p>	<p>Perfect and Excellent Attendance rates staying consistent at conclusion of each month</p>	<p>\$ for awards</p>

## End-of-the-Year Desired Outcomes

Schools 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 2022-23 school year.			
<b>Attendance Data:</b>			
● Subgroup -	2019-20 Absent rate -	2021-22 Absent rate	2022-2023 Goal
● All -	15.9% -	22.2%	10%
● Hispanic -	17.3% -	23.6%	10%
● ELL -	44.4% -	32.2%	25%
● Black -	22.5% -	17.9%	15%
● SWD -	19.7% -	28.79%	12%
● ED -	21.6% -	12.39%	10%

## COMMITMENT 4

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to creating a community where students and staff feel connected, confident, physically and emotionally safe, and successful with a true sense of belonging.</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>	<p>We believe having a community where students feel a true sense of belonging leads to them having a successful education. Students can be successful in all aspects of their life: academic, social, emotional.</p>

## Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>When will the change take place?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Focus on a proactive approach to address students' social and emotional needs in the classroom and school community.</b></p>	<p>Leader in Me Book Study: The 7 Habits of Highly Effective Teenagers</p>	<p>Summer-June</p>	<p>Student Survey–Jan, Apr, June                      Staff Survey–Jan, Apr, June                      Discipline Data- Jan, Apr, June</p>	<p>Funding for consultants/Resources/training. (books, posters/banners)</p> <p>LightHouse Team</p> <p>Student Assembly</p> <p>Staff meeting to review Habits</p> <p>Teacher implementation in classroom</p>

Commitment 4

	<p>Leader in Me: Lighthouse Team/training</p>	<p>Sep–Nov</p>		<p>Consultant</p> <p>Staff overview: 7 Habits by Lighthouse Team</p> <p>Curriculum work Develop staff and student surveys</p> <p>Student assembly: \overview of 7 Habits with Lighthouse Team</p>
	<p>Leader in Me: Implementation</p>	<p>Nov–Jun 1x weekly 10-15 read/activity.  “Try it Tuesday”</p>	<p>Surveys: Jan, Apr, June (ELA) Discipline data: Jan, Apr, June</p>	<p>LightHouse Team to provide departments with monthly lessons/activities Nov: Math Dec: SS Jan: Sci Feb: FL Mar: Expl A April: Expl B May- PE Surveys for students will be conducted in ELA classes</p>
	<p>Leader in Me: Celebration</p>	<p>June</p>		<p>Lighthouse Team facilitating closing assembly on all of the habits.</p>

Commitment 4

	Continuation of Restorative Practice	June–Dec	Implementation of Res Prac like Circles/relationship building in the classrooms. Student/staff surveys	Consultation with Dutchess County Mediation Center: Restorative Practice Team Training for 10 staff for Tier 1. Follow up/support for trained staff (coaching) Training for 10 staff for Tier (optional). Overview of Restorative Practice for all staff-staff meeting
	Continuation of Restorative Practice	Jan-June	Implementation of Res Prac like Circles/relationship building in the classrooms. Student/staff surveys	Consultation with Dutchess County Mediation Center: Restorative Practice Team Training for 10 staff for Tier 1. Follow up/support for trained staff Training for 10 staff for Tier (optional). Overview of Restorative Practice for all staff-staff meeting

Commitment 4

	The CRC will outline discussions based on specific themes generated from the student interviews and K-12 Insights survey results including topics such as: expanding cultural awareness in the building, positive interactions, effective communication, inclusivity/anti-bullying, etc.	During monthly faculty meetings.	Pre-question, teacher reflection and takeaway based on monthly themes.	Google form attached to faculty meeting agenda. (How did you implement–insert theme)
	CRC creates a calendar for 22–23 school year listing monthly cultural focus (ie: Black History Month, Hispanic Heritage Month, Pride Month). Cultural Awareness Week each month-(i.e. Bulletin Board, PA announcements, Social Media posts)	Presented in September.	Monthly faculty result survey.	Google sign up form on CRC google classroom. Faculty survey. Funds to purchase banners, posters, decorations, lesson plans and other needed materials for displaying cultural awareness in classrooms and other areas of the building.
	CRC develops a self-reflection survey for staff and students	September	Survey Results	
	Building leaderships conducts self-reflection survey for staff and students (3 times/year) and creates the time/space for the CRC to meet	October, January, and June	Survey Results	

Commitment 4

	to review and develop materials to share learning with staff and students.			
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## End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"> <li>● I am treated fairly regardless of my race, culture, gender, gender identity, or special needs.</li> <li>● My school is physically safe</li> <li>● My school is emotionally safe</li> <li>● There is a teacher, counselor, or other staff member at the school who I can talk to about my problems.</li> <li>● My teacher greets me at the door when I enter the classroom.</li> <li>● When my teacher greets me at the door, I feel welcome.</li> </ul>	90% strongly agree/agree  85% strongly agree 85% strongly agree 85% strongly agree/agree  85% strongly agree/agree Likert Scale (1-5)
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>● Students are treated fairly regardless of his/her/their race, culture, religion, sexual orientation, gender, gender identity, or special needs.</li> <li>● My school is physically safe</li> <li>● My school is emotionally safe</li> <li>● I greet my students at the door more than 3 times/week</li> </ul>	90% strongly agree/agree  85% strongly agree 85% strongly agree 85% strongly agree/agree
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>● My child is treated fairly regardless of his/her/their race, culture, religion, sexual orientation, gender, gender identity, or special needs.</li> <li>● My child’s school is physically safe</li> <li>● My child’s school is emotionally safe</li> </ul>	90% strongly agree/agree  85% strongly agree/agree

Commitment 4

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 2022-23 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.

### X 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>PLC</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	Commitment 1 - review of student data to determine their mastery of tier 2 words. Mastery of these words will help students better understand the critical thinking skills needed throughout the curriculum and on NYS assessments

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

#### 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>	

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**

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## 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
<b>Amy Watkins</b>	Director of K-12 ELA and Social Studies
<b>Heather Cameron</b>	English Teacher
<b>Ian McCartney</b>	English Teacher
<b>Cara Budd</b>	History Teacher
<b>Ken Tornatore</b>	History Teacher
<b>Jeremy Atkins</b>	Special Education Teacher
<b>Mellisa Thomas</b>	Assistant Principal
<b>Maria Cosme</b>	ENL Teacher
<b>Adam Panzer</b>	Director of K-12 Math and Science
<b>Terrence Thompson</b>	Principal
<b>Celestine Milanese</b>	Math Teacher

Our Team's Process

<b>Michael Glancey</b>	Earth Science Teacher
<b>Catherine Riecker</b>	Special Education Teacher
<b>Alandra Price</b>	Math Teacher
<b>Jen Hansen</b>	Science Teacher
<b>Brandon Opitz</b>	Physical Education
<b>Michael Anderson</b>	Assistant Principal
<b>Catherine Perri</b>	Foreign Language
<b>Rita Fava</b>	Foreign Language
<b>Yesenia Garcia Barca</b>	Social Worker
<b>Elena Peratikos</b>	School Counselor
<b>Michele Wells</b>	School Counselor
<b>Michelle Califano</b>	School Counselor
<b>Christine Attlesey</b>	Art Teacher
<b>Beth Green</b>	Library Media Specialist
<b>Rebecca Daniels</b>	Fine and Performing Arts Teacher
<b>Robert Lynch</b>	Physical Education Teacher

## 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 (OPTIONAL)

## 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	OPTIONAL: Completing the "Leveraging Resources" document
6/6/22-6/10/22	X	X				
6/13/22			X			
6/16/22			X	X		
6/22/22				X	X	
7/18/22				X	X	Discussion
8/5/2022						Discussion



## 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**

- We're trying to get away from using digital notebooks.
- We're trying to use multiple means of assessing vocabulary acquisition (and not just i-Ready).
- Students are asking for differentiated lessons, resources, and activities.
- Student choice should be considered.
- Students said social skills are lacking so therefore they need more opportunities to learn appropriate social skills (Restorative Circles could be used as a way to talk about appropriate social interactions), Role Playing, Modeling
- Student choice can empower students and hold them more accountable and interested in what/how they learn
- Students want to be invited/welcomed to engage and included in the process. They want to have a voice. They also want to feel validated and they want to have more conversations around race, racism, identity, etc. Students want consistency, honesty and accountability.

#### Equity Self-Reflection

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

- Student choice should be considered.
- Offer professional development to teach staff how to teach vocabulary and how to incorporate culturally relevant resources.
- There needs to be an evolution of our teaching where we move beyond teaching from packets and harness the 1:1 technology that is available.
- We need to create more formal collaborative cross curricular planning.
- Create more clubs that touch on environmental/social issues.
- Updating and integrating social issues into all content areas.
- Teachers want more time to learn and collaborate, more district release time, and more cross-curricular activities. They also want to incorporate more current events and social justice work into their curriculum.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
  - b. **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 2022-23 school year.
  - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school
  - b. Monitor implementation closely and make adjustments as needed
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.