

Durgee Junior High School

School Comprehensive Education Plan - Summary Document

Rationale: Durgee Junior High School was identified by the state as a Targeted Support and Improvement (TSI) school, due to the lack of growth in an identified subgroup (students with disabilities) in the 2018-19 school year. During the 20-21 school year, we created a TSI plan to focus on the learning of our students with disabilities. This year, due to the COVID pandemic, the state adjusted its expectations for TSI and CSI Schools and now requires a plan that focuses on school improvement for **all** students. This plan is referred to as the School Comprehensive Education Plan, or SCEP. The plan includes commitments that the school is making to improve student experience and achievement, and the strategies and methods that will help us make progress toward that commitment. The purpose of this document is to share resources and provide a summary of the plan that the Durgee team has created.

- [Full SCEP Plan for Durgee 2021-22](#)
- [Explainer Video: Using the SCEP to Pursue Our Values and Aspirations](#)
- [NYS Improvement Planning Website with resources and guidelines](#)

COMMITMENT #1

We commit to continued academic improvement by providing our students with a relevant and cohesive curriculum supported by instructional practices that meet the needs of our diverse student population.

<i>Why?</i>	<ul style="list-style-type: none">• District goal is educational excellence and high levels of learning for all students• Assessment data shows a need to adjust classroom practice to meet the needs of all students• Student and teacher surveys demonstrated a lack of student voice/choice in the classroom• Equity self reflection demonstrated a need to assume collective responsibility to learn about student cultures and communities and tie them to classroom instruction. When student learning is relevant to their culture, community, and interests, student engagement increases.
<i>What will we do?</i>	<ul style="list-style-type: none">• Monitoring of student progress using multiple forms of data• Increase use of differentiation strategies in classrooms (providing multiple ways to engage with content and choice in how students show what they learned)• Continued implementation of research-based co-teaching practices• Multiple methods of academic support during the school day• Building connections between curriculum and student's outside lives, cultures, interests, and futures
<i>What do we want to see as a result?</i>	<ul style="list-style-type: none">• Continued academic growth for all of our students and decreased gaps based on demographics - 80% of students performing at or above grade levels based on multiple measures• Increased student engagement due to increased voice, choice, and relevance in culturally responsive learning environments• All students receiving the support that they need to be successful

COMMITMENT #2

We commit to creating a safe, inclusive, and welcoming environment for learning by deepening connections between students, staff, and the community

<i>Why?</i>	<ul style="list-style-type: none">● We are committed to providing an inclusive and equitable environment for all students, staff and families, as described in the Baldwinsville Diversity and Equity Mission statement● Student and parent interviews and surveys demonstrated a need for<ul style="list-style-type: none">○ Continued social and emotional learning support○ Community building - creating a sense of belonging and support for all students● Equity reflection demonstrated a need for<ul style="list-style-type: none">○ Learning more about student cultures and communities○ Fostering closer relationships with families
<i>What will we do?</i>	<ul style="list-style-type: none">● Implementing more culturally responsive practices in classrooms● Social Emotional learning in classrooms● Mental health education and support● Creation of a student advisory council to grow student leadership capacity and solicit feedback from students of different backgrounds and interests● Develop systems to better facilitate dialogue and communication with families● Creating a sense of belonging by celebrating our students in many ways
<i>What do we want to see as a result?</i>	<ul style="list-style-type: none">● A school climate where all students feel safe, connected, valued, and celebrated● Increased student + community participation in decision making● Improved communication and connection with our families

PROFESSIONAL DEVELOPMENT

In addition to the professional development plan already created by the district, Durgee teachers will be able to take part in additional professional development opportunities including, but not limited to:

- Co-teaching best practices
- Data-informed instruction
- Universal Design for Learning (differentiation)
- Social Emotional Learning
- Culturally responsive teaching (CR-S framework from NYS, Dr. Hollie's CRL model)