



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Baldwinsville	Durgee Junior High School	8-9

## Collaboratively Developed By:

**The Durgee Junior High School SCEP Development Team:**

**Thomas Fraher, John Courain, Laurie Turton, Jen Medwid, Lauren Hibbard, Lindsay Cesari, Tonya Buda, Kimberly Holmes, Jennifer AuClair, Jane Guglielmo, Adrienne McCraney (parent), Jodi Mangano (parent)**

*And in partnership with the staff, students, and families of Durgee 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><b>We commit to increasing opportunities for student success by providing additional support and enrichment for students’ cognitive, social, and emotional learning during the school day</b></p>
<p><b>Why are we making this commitment?</b></p> <p><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>Our district vision includes empowering all individuals to reach their full potential. One way we feel we can help students reach their potential is by adding additional structured time to the day which would create new opportunities for academic and social/emotional support that students did not have access to in the 2021-22 school year.</p> <p>Throughout the school year, we monitored student data using STAR assessments and marking period grades. This was coupled by team meetings, including meetings with co-teaching pairs, to discuss how we could do even more to support students, especially those who were having a harder time transitioning back after remote and hybrid instruction. While our 21-22 plan included a transition to more consistent co-teaching teams, which has shown to be successful, special education teachers overwhelmingly discussed a need for more opportunities to work with students on their caseloads.</p> <p>In our 2022 student climate surveys, students overwhelmingly (96%) stated that it was important for them to do well in school; however, a significant number of students indicated that they aren’t always comfortable asking for help. When we followed up with students in our interviews regarding support, they responded that the availability of help labs during the day and the connections they made with teachers played a role in whether or not they sought out help in a given subject area. In addition, many students felt that asking for help can be something that is embarrassing, but creating an environment where students are reassured and actively encouraged to go get help would make them more likely to do so.</p> <p>Looking at this commitment through an equity lens, it’s important to understand that not all students have the ability to stay after school for additional support or enrichment. Providing opportunities during the school day helps us to meet the needs of all students. Not every student will need help in all their subjects, and we will also be looking into providing other learning opportunities to interested students at that time.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</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>Restructuring the school schedule to create additional opportunities within the school day for students to receive academic support</b></p>	<p>Collaboration between teachers, guidance counselors, and administrators to assess what was working and what wasn't in the 22-23 school year</p> <p>Reorganization of school day to provide "Bee Time" - a block at the end of the day for students to receive support or complete work. This time will also offer opportunities for enrichment.</p> <p>Addition of intervention opportunities for ELA and Math</p>	<p>Climate survey data (see questions)</p> <p>Data regarding student use of time/attendance at help labs</p> <p>Assessment/report card data will reflect student growth</p> <p>Teachers will report improvement in student engagement and work completion</p>	<p>Schedule restructuring</p> <p>Time and pay for teachers working on plans for Bee Time</p> <p>Training time for all staff on how Bee Time will be structured</p> <p>Curriculum planning time for additional support classes in ELA and Math</p> <p>Funding for additional enrichment programs to be offered during Bee Time</p>
<p><b>Continued support for co-teaching teams and inclusive classrooms</b></p>	<p>Increased opportunity for students with IEPs to receive services/support during the school day</p>	<p>Climate survey data (see questions)</p>	<p>Time and funding for professional development on co-teaching best practices</p>

Commitment 1

	<p>Co-teaching collaboration time and PD as needed</p> <p>Co-teaching model used in as many content areas as possible</p>	<p>Increased achievement results for students with IEPs</p> <p>Evidence from formal and informal observations of teacher teams using effective co-teaching models with students</p>	<p>Instructional coaching support for co-teaching</p> <p>Schedule/staffing for co-teaching in the core areas</p>
<p><b>SEL integration into curriculum/content</b></p>	<p>PD and instructional coaching support for teachers to build the 5 core social-emotional learning components into their daily classes, for example:</p> <ul style="list-style-type: none"> <li>- community building</li> <li>- collaborative practices</li> <li>- perspective taking</li> <li>- regular check-ins</li> <li>- organizational/management skills</li> <li>- discussion strategies</li> </ul>	<p>Climate survey data (see questions)</p> <p>BIMAS growth over time</p>	<p>Instructional coaching to support SEL</p> <p>Time and funding for professional development, including finding ways for informal peer to peer observations</p>
<p><b>Multi-tiered systems of support for social/emotional needs</b></p>	<p>Collaboration between classroom teachers, counselors, and other service providers such as Promise Zone to provide students with additional services, as needed</p> <p>Interventions/Services may include:</p> <ul style="list-style-type: none"> <li>- Facilitated small groups to develop a specific skill</li> <li>- Explicit teaching of skill sets, followed by development of self-monitoring checklists with students.</li> </ul>	<p>Climate survey data (see questions)</p> <p>Measurement of Tier 2 interventions</p> <p>BIMAS benchmarking</p> <p>Reduced referral rate</p>	<p>Time in schedule to allow for Tier 2 support in small groups during the day</p> <p>Funding and support for service providers such as Promise Zone and additional counseling services</p>

Commitment 1

- |  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"><li>- Check-In/Check-Out (specific staff member charged to check in with a student in the morning and at the end of the day)</li><li>- Visual supports developed with the student (like a coping skills menu)</li><li>- Behavior contracting (with the student)</li></ul> |  |  |
|--|---|--|--|

## 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>	It is important to me to do well in school I feel successful at school Adults at this school want students to succeed I am comfortable asking teachers or other staff for help with my school work My teachers encourage me to always do my best work The school work I am given is appropriately challenging I receive the academic support/help I need to be successful My teachers give me individual help or attention when I need it My teachers make sure I understand the material I am supposed to learn	85% at agree or strongly agree (want to grow in strongly agree from year to year to at least 20%)
<b>Staff Survey</b>	My students often come to me for help during the school day My students have opportunities to receive support during the school day Our students are using Bee Time effectively I feel I am able to give all students the support they need in order to learn	80% agree/strongly agree
<b>Family Survey</b>	My student has the opportunity to receive academic support/help during the school day My student receives the academic support they need in order to be successful in school My student receives the social/emotional support they need in order to be successful in school	80% agree/strongly agree

## 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.

District goal - 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.

We will make use of a student advisory team and staff leadership team to discuss the use of Bee Time throughout the year and how to better meet student support needs and take action on that feedback.

Additional programming, including AIS for academic support in math and ELA and Tier 2 behavior interventions will be put in place during this school year



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to providing meaningful and relevant learning experiences that allow increased opportunities for student voice and choice.</b></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>BSCD is committed to providing every student with educational experiences and opportunities that will foster the development of their full potential. Research has proven time and again that student engagement increases when learning is relevant and provides students with choice and ownership in their learning.</p> <p>Our Student Advisory Council first formed during the 21-22 school year. This group gave voice to the student body and helped staff to better understand what is working and what could be different when it comes to their learning experiences. When conducting interviews with members of this group, we found that students most connected with learning experiences that were more hands-on, collaborative, challenging, and offered choice. When asked to elaborate on choices that they were given and helped them learn, students reported being given choice in project presentations, choosing topics for research, and choosing books in ELA classes. This is a great start, but as a committee we commit to continuing to expand choice opportunities in as many classes as possible. Students added that within these choices, they still need clear guidance through models and success criteria.</p> <p>Students we interviewed also discussed the importance of connecting, in authentic ways, what they are learning to their lives and cultures. They crave relevance in what they are learning and they want teachers/staff to help them make those connections.</p> <p>Our equity self-reflection found that there were many new opportunities this year to learn about other perspectives and cultures, especially through the use of choice texts in ELA. ELA teachers discussed the need to continue to find new choice texts that will do this. In addition, there is a need to create more new courses that examine and interact with content in new ways, for example in the 21-22 school year a new interest-based English 9 course was designed around the concepts of video games and a "hero's journey".</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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>Incorporation of voice and choice in lessons across content areas</b>	Professional development (peer to peer and in cooperation with learning coaches) to support voice and choice in the classroom, could include: <ul style="list-style-type: none"> <li>- Universal Design for Learning framework</li> <li>- Creating access points for all students</li> <li>- Rubric design/success criteria</li> <li>- Choice boards/menus</li> </ul>	Student and teacher report of choice opportunities in climate surveys (see questions below)  Teachers sharing voice and choice activities at staff/department meetings, Teachers engaged in peer-to-peer learning regarding voice and choice	Instructional coaching  Time and funding for professional development, including covered time during the school day to observe other teachers  Time during dept/staff meetings to share voice and choice ideas
<b>Building connections between course content and students lives, cultures, and interests</b>	Continuing to build lists of choice texts in ELA curriculum, especially texts with diverse perspectives  Creation of new courses based on student interests, including but not limited to: <ul style="list-style-type: none"> <li>- an ELA choice that focuses on media literacy and journalism</li> </ul>	Student report on climate surveys (See questions below)  Student Advisory Council will discuss strengths and areas for growth in this area throughout the year	Funding for new texts  Funding and time for teachers to be able to develop curriculum and book proposals  Master schedule flexibility to allow for new course offerings  Funding and time for PD

Commitment 2

	<p>Professional development in culturally responsive lesson planning (ex. Dr. Hollie)</p>	<p>Creation of a new course for 23-24</p> <p>Additional choice books for ELA will be approved during the 22-23 school year</p> <p>5-10 Teachers working with Dr. Hollie's team</p>	
<p><b>Continuing to expand opportunities for student leadership</b></p>	<p>Continuation of Student Advisory Council made up of 8th and 9th grade students with a focus on recruiting non-traditional leaders</p> <p>Supporting student-driven interest clubs/activities</p>	<p>Regular meetings of student advisory throughout the year</p> <p>Data and information from student advisory shared with staff members</p>	<p>Time and space for student advisory to meet</p> <p>Time to collect and share data</p> <p>Funding for student programming</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 (e.g. % agree or strongly agree)
<b>Student Survey</b>	<p>Most days, I look forward to going to school</p> <p>Adults at this school listen to what students have a to say</p> <p>My teachers make an effort to connect with me</p> <p>The things I'm learning in school are important to me</p> <p>I am interested in the classes that I am taking</p> <p>The homework I'm assigned helps me to learn</p> <p>In general, in my classes I have been given choices that allow me to have a say in my learning</p> <p>I'm offered choices in how I learn new things</p> <p>I have multiple opportunities to choose how I show what I've learned</p> <p>I have had multiple opportunities to engage in conversations or discussions about issues that are important to me, my community, and society</p> <p>My teachers often connect what I'm learning to life outside the classroom or to my personal interests</p>	80%+ strongly agree or agree for all
<b>Staff Survey</b>	<p>I regularly provide opportunities for my students to decide how they show what they've learned</p> <p>Where appropriate, I give my students opportunities to have a voice in what they learn in the classroom</p> <p>I connect my instructional content with the daily lives of my students</p> <p>My course is relevant to my students interests and/or lives outside of school</p>	80% strongly agree or agree
<b>Family Survey</b>	<p>My student is excited about what they're learning at school</p> <p>My student has opportunities to learn things that are relevant to their lives outside of school</p> <p>My student has had opportunity for leadership at school</p>	80% strongly agree or agree

## Commitment 2

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.

Completed climate surveys for all stakeholder groups with 80% or higher students reporting relevance and choice in their learning.

Increased number of teachers participating in some type of PD/training in voice and choice

Increased attendance/improved chronic absenteeism data.

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to creating a safe, inclusive, and welcoming environment for learning by deepening connections between students, staff, and the community</b></p>
<p><b>Why are we making this commitment?</b></p> <p><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>This commitment was also a part of our plan last year. The pandemic left many students feeling disconnected from their peers and teachers and we continue to commit to work to create a place where students feel safe to connect with others and take the risks that are necessary to learn.</p> <p>Students' individual identities and life experiences are important components of learning and development (How Learning Happens). This includes race, ethnicity, religion, socioeconomic status, ability, language, etc. Baldwinsville School District has a diversity and equity mission statement that states that we are "committed to providing an inclusive and equitable environment for all students, staff and families... We believe that each individual is unique, and acceptance of our individual differences regardless of race, ethnicity, gender, socio-economic status, sexual orientation, age, abilities, religious beliefs, political beliefs, and other ideologies provides an opportunity for all to enhance their knowledge, recognize their value, and grow to reach their full potential. Through our work we will ensure that all students are prepared to live productive and responsible lives as citizens in the ever changing global community."</p> <p>Through an equity lens, Durgee has made great strides when it comes to making sure all student perspectives and cultures are represented in the curriculum and taken into consideration in lesson and event planning. Small groups of teachers are continuing to work on culturally and linguistically relevant teaching with Dr. Hollie and will share their learning with staff throughout the year. A majority of the staff has had some exposure to the NYS Culturally Responsive-Sustaining Framework and we strive to create a welcoming environment for student learning.</p> <p>In all of our discussions and interviews, the biggest trend to emerge was that only 39% of students agreed with the statement: Students in this school treat each other with respect. Students we interviewed stated that students speak to each other in disrespectful ways often, especially outside of the classroom and on social media. Many times this mistreatment is connected to their physical appearance, clothing, or disability. It is hoped that through increased focus on SEL, use of community-building restorative circles, and programming during Bee Time will allow Durgee staff to help students build their capacity to treat each other with respect both inside and outside of the classroom.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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>Implementation of restorative practices building wide</b>	<p>Summer training for a small team of teachers in community building restorative practices</p> <p>PD for all staff during superintendent's conference days related to creating high-structure, high-support classrooms and proactive community-building circles</p> <p>Determining and following through with expectations for use of restorative practices in all classrooms</p> <p>Use of restorative practices to have discussions about behavior norms, respect, etc.</p>	<p>Survey data will demonstrate the use of community-building circles in classes</p> <p>Reduced discipline referrals</p> <p>Feedback from professional development sessions</p>	<p>Funding for restorative practices team meetings</p> <p>Time and funding for PD planning for Superintendent's Conference days</p> <p>Time/sub coverage for teachers to share practices with each other</p>
<b>Consistency in behavior expectations and procedures throughout the building</b>	<p>Communication of expectations to all staff about presence in hallways, greeting students, and discipline procedures</p> <p>Leadership teams will meet frequently to evaluate staff and student needs/issues and develop collaborative solutions</p>	Students and teachers will report, through surveys and feedback at leadership meetings, that expectations and consequences are consistent	Funding for leadership team meetings

Commitment 3

<p><b>Connecting with families</b></p>	<p>We will assess our current communication methods with families and find new ways to communicate if needed</p> <p>Create opportunities for families to come to Durgee. Examples include: speakers, open house, activity fair, etc.</p> <p>Consistently communicate with families about our initiatives and programs, for example restorative practices, SEL, etc.</p> <p>Learn more about the home cultures of our diverse population</p>	<p>We will collect and examine family feedback and make necessary changes to how we send information to our stakeholders</p> <p>In-person events such as open house will return to Durgee</p> <p>Continued bi-weekly communication from administrators to families about what is going on at Durgee</p>	<p>Someone to create and collect a family survey</p> <p>Funding, scheduling, and organization of in-person events</p>
<p><b>Providing additional opportunities for students to connect with each other</b></p>	<p>Incorporating activities during and after school which could include:</p> <ul style="list-style-type: none"> <li>- student celebrations</li> <li>- flex days</li> <li>- fun activities (ex. cozy day)</li> <li>- open gym</li> <li>- intramurals</li> <li>- orientation at beginning of the year</li> <li>- peer mentors</li> <li>- enrichment opportunities</li> </ul> <p>In collaboration with student leadership groups</p> <p>Potential use of Bee Time to help build students' capacity to treat each other respectfully in all situations, including social media.</p>	<p>Student climate survey responses (see questions below)</p>	<p>Funding for extracurricular/enrichment activities</p> <p>Funding and time for teacher groups to organize and plan activities</p>





Commitment 3

	<p>The adults at this school treat students fairly          I make an effort to connect with all of my students          I have been trained in restorative practices          I use community building circles in my classroom          Students in this school treat each other with respect</p>	
<p><b>Family Survey</b></p>	<p>My student feels safe at school          My student feels accepted for who they are while at school          School staff treat students with respect          Rules and expectations are consistent at this school          My student participates in an extracurricular club or sport          I know what's going on at school          I have attended at least one event at school in the past year          School to home communication is effective          I prefer using (email/ text messages/ phone calls/ website/ facebook) to receive announcements about upcoming school events</p>	<p>80% agree/strongly agree</p>

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

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p>
<p>We would specifically like to see an increase in the number of students who agree with the statement: Students in this school treat each other with respect. The 21-22 number was 39%</p> <p>A decrease in chronically absent students</p> <p>A decrease in discipline referrals</p>

## 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:

<p><b>Evidence-Based Intervention Strategy Identified</b></p>	<p><b>Instructional Coaching</b></p>
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p>Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills. Our instructional coaches will help to support our commitments by:</p> <ul style="list-style-type: none"> <li>- helping to provide training and support including but not limited to:             <ul style="list-style-type: none"> <li>- restorative practices</li> <li>- voice and choice lesson/unit planning</li> <li>- AIS programming</li> <li>- Co-teaching and inclusion</li> </ul> </li> </ul>

Evidence-Based Intervention

	<ul style="list-style-type: none"> <li>- Social-Emotional Learning</li> <li>- providing support for peer-to-peer learning</li> <li>- Data collection and analysis</li> </ul>
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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.

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>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology</b>	

## 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
TJ Fraher	Building Principal
John Courain	Assistant Principal
Laurie Turton	Assistant Principal
Jen Medwid	TSI Instructional Coach
Tonya Buda	Teacher
Jenn AuClair	Teacher
Lauren Hibbard	Social Worker
Kimberly Holmes	Teacher
Lindsay Cesari	Library-Media Specialist
Jane Guglielmo	Teacher
Adrienne McCraney	Parent
Jodi Mangano	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 (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
4/27	x		x			
5/4	x					
5/11		x	x			
5/18		x	x	x		
6/1				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**

We used student climate survey data as the jumping off point for our discussion of what our areas for growth were as a building. From the survey data, we created a list of questions to ask students. We interviewed 18 students and used questions related to 5 themes - welcoming environment, student behavior, curriculum and instruction, student academic support, and student life. The notes from these interviews played a vital role in how we determined our commitments for this year. We were especially interested in how students felt about getting help and support during the school day, what supports they felt they needed, and what conditions needed to be in place for students to feel welcome and supported. Students overwhelmingly stated that they learned more from teachers who made an effort to connect with them on some level. They preferred classes where they were doing more active learning that involved autonomy or choice and relevance. They were aware of discrepancies in classroom/building behavior expectations and stated that consistency would be optimal for their success. They expressed frustration and disappointment with how students treated each other this year. They discussed the role of popularity and social media at the 8th and 9th grade level. The desire to fit in and avoid the ridicule of others was a point of high stress and anxiety in their lives. They also demonstrated a need for direct instruction in executive functioning skills to help manage busy lives outside of school with their coursework.

#### Equity Self-Reflection

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

We found that our equity self-reflection echoed many of the strengths and opportunities for growth that students discussed in the interviews. In addition, we were able to discuss issues with curriculum and instruction that we could work on in the future. We highlighted many of the ways the building has grown in the CR-SE categories, especially including multiple perspectives and cultures into the learning process, specifically in ELA and history classes. There is a need for more specific DEI training for teachers who already have a familiarity with the Culturally Responsive-Sustaining Framework, and in general a need for teachers to be able to meet in a structured way and discuss what is working in the classroom.



## 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.