



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mayfield CSD	Mayfield Jr-Sr High School	7-12

## Collaboratively Developed By:

### The Mayfield High School SCEP Development Team:

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And in partnership with the staff, students, and families of Mayfield Central School District.

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

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

- [Using Your SCEP to Pursue Your School's Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT 1

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to deepening connections among students, staff and the community.</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>While reviewing the student interview responses, we noticed that most of the responses showed the need for more student to student and student to adult connections. They had lost this as a result of the social distancing and remote learning that took place during the COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li>● One student said they have "lost connection with friends"</li> <li>● Another student said they have lost "communication with a whole lot of people"</li> <li>● Another student noted the loss of "social interaction" he/she has experienced</li> <li>● An older student said he missed the "traditional high school experience" that he had taken for granted before shifting to virtual learning</li> </ul> <p>As the team read through the "How Learning Happens" messaging framework key components struck the team as critical to this commitment including:</p> <ul style="list-style-type: none"> <li>● <b>LEARNING IS MULTIDIMENSIONAL</b> - Learning is social; the quality of our relationships and social interactions shape our ability to learn; and emotions are essential to learning; they help us connect to what we are learning and make meaning. Feeling safe and respected enhances our ability to learn.</li> <li>● <b>LEARNING IS RELATIONAL</b>: Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging.</li> </ul>

## Commitment 1

The school's Equity Self-Reflection results also provided evidence that the school was "emerging" in each of the four practices for Principle 1: Welcoming and Affirming Environment. Based on teacher responses, we acknowledge that our staff needs to assume a collective responsibility to learn about student cultures and communities, highlight materials that represent and affirm student identities, prioritize social-emotional learning programs, and cultivate a school and classroom environment of affirmation and acceptance. Our teachers expressed that we are emerging in relation to these practices; the term "emerging" being defined as demonstrating beginning knowledge and skills with limited use of the defined practice.

Through surveys, students have also demonstrated and stated confusion of school rules and preferential treatment they see amongst their peers. As a result, the team sees the need for establishing a norming process to set agreed upon behaviors. The December 2020 student voice middle and high school survey stated - "Most students in our school follow the school rules." 38.6% strongly agreed/agreed, this demonstrates that 60%+ do not agree.

Based on all the data above, the school recognizes that for multi-dimensional learning to occur, it needs a supportive environment and provides resources for these relationships to flourish.

The school has been focusing on a school-wide wellness program (prior SCEP years) that supports service, perseverance, attitude, respect, responsibility and kindness (SPARRK). Prior to the pandemic, the program and events that were in place provided opportunities for students to engage in wellness activities. During the pandemic, this program was limited in the types of activities and events due to COVID restrictions. This, again, reinforces the need to focus on Principle 1: Creating a welcoming and affirming environment and Tenet 5 of the DTSDE Framework.

## 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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for students to engage with one another, including targeted efforts to increase all relationships to enhance school culture.</p>	<p>School admin, teachers and students design agreements based on (SPARRK) service, perseverance, attitude, respect, responsibility and kindness.</p> <ul style="list-style-type: none"> <li>School wide overview followed by individual classroom norming process with students.</li> </ul> <p>Implementation of regularly scheduled wellness (SPARRK) school wide activities. This will be designed and planned in collaboration with the SPARRK Club advisors and Wellness and Attendance Coordinator.</p> <ul style="list-style-type: none"> <li>Coordinate with elementary and secondary club advisors designed for student social emotional learning and wellness.</li> <li>Conduct faculty meetings to review building wide expectations for student behavior in school including on</li> </ul>	<p>Norms are posted in various settings within the school, including classrooms.</p> <p>Conduct brief surveys of students, teachers and parents to progress monitor identified building and school social emotional learning and wellness goals. Student reflective surveys will gauge success. We will have feedback forms following activities that align with the end-of-the-year survey questions. Questions will address the efforts to</p>	<p>Hire Wellness and Attendance Coordinator</p> <p>SPARRK Club Advisor(s)</p> <p>Funding for surveys</p> <p>Funding for SPARRK Related events and activities</p> <p>Monthly calendar of SPARRK Themes and Activities</p> <p>Funding for posters and banners</p>

Commitment 1

	<p>the bus</p> <ul style="list-style-type: none"> <li>● Increase school student attendance by engaging students in opportunities to experience positive social interactions.</li> <li>● Collaborative team planning of field trips two times per school year.</li> </ul>	<p>increase all relationships to enhance school culture.</p> <p>Conduct SEDH Climate Survey (3x/year)</p>	
<p>Targeted efforts to increase participation in after-school clubs</p>	<p>Survey students to gauge interest in clubs to offer, then conduct a schoolwide fair on clubs available. Meetings will begin in October.</p> <p>Club meetings and events begin in October.</p>	<p>At least 30% of students will sign up for at least one extracurricular activity</p>	<p>Funding for bus transportation for after-school clubs and SPARRK related events</p> <p>Funding of supplies for clubs.</p> <p>Monthly club schedule posted on each school website.</p>
<p>Centralized communication to teachers, students and parents</p>	<p>Rebuild PTSO to ensure parents have a vehicle for communication.</p> <p>Articulate a communication and rollout plan for ParentSquare.</p>	<p>Survey parents to gauge interest for involvement in the PTSO.</p> <p>Administrative team monitors the frequency of use of ParentSquare by teachers and parents/caregivers.</p>	<p>ParentSquare system</p> <p>Scheduled PD on how to use the system for the administrative team, teachers and staff.</p> <p>Communication plan for using ParentSquare</p>

Commitment 1

<p>Monitor and track student attendance, achievement, and behavior.</p>	<p>Administrators, pupil service personnel and the wellness and attendance coordinator review data using 5 week and 10 week progress reports to include academic, attendance, and discipline referrals.</p>	<p>Quarter to quarter improved in daily attendance rate, looking for a reduction in chronic absenteeism.</p>	<p>Wellness and Attendance Coordinator  Use eSchoolData reports that track attendance and discipline</p>
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## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<p>From the spring 2021 student interviews:</p> <p>The school offers after school activities for people like me.</p> <p>I can really be myself at this school.</p> <p>Kids like me can help make the community a better place.</p> <p>Statements from the District Select Student Voice Middle/ High School Survey:</p> <p>“Most students in our school follow the school rules.” (38% agree)</p> <p>2021 survey to read: “Most students in our school follow the school norms.”</p> <p>“Teachers provide time for students to discuss topics and learn from each other.” (49.2% agree)</p>	<p>10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)</p>
<b>Staff Survey</b>	<p>“Procedures are in place to prevent and deal with bullying.” (68.8% agree)</p>	



Commitment 1

	<p>“School rules are posted, reviewed and understood.” (73.5% agree)</p> <p>2021 survey to read: “School norms are posted, reviewed and understood.”</p> <p>“As a school, we talk about and reinforce the role of productive teacher/ student/family cooperative relationships.” (75.0 % agree)</p>	<p>10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)</p>
<p><b>Family Survey</b></p>	<p>Statements from the family surveys:</p> <p>“Teachers support children’s emotional needs, increasing their confidence as learners.” (71.2% agree)</p> <p>“My child(ren) feels secure in taking risks and asking questions in class.” (59.5%)</p>	<p>10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)</p>

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

<p>Qualitative data and/or quantitative descriptions of where we strive to be at the end of the 2021-22 school year.</p>
<p>The results of the data triangle and SEDH survey representing the voices.</p>
<p>High participation in after-school clubs and / or sports teams. (80% of students enrolled in at least one after-school activity staying at least once a week).</p>
<p>Increasing school student attendance by 10% each quarter from the previous quarter starting fall 2021.</p>
<p>Student reflective surveys will gauge success. We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school.</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to embedding opportunities into professional learning for staff to examine topics of diversity, equity and inclusion, and how these support and improve high-quality instructional and behavioral practices.</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>The faculty and staff of the school will nurture a community and culture that leads to both the educational and social emotional success for all students. The educational community will focus on a rigorous curriculum that ensures the success of all students, as stated in Tenet 3 (Curriculum) of the DTSDE Framework. The educational community will also engage with students and allow the opportunity for mastery, stretching of knowledge and deepening of understanding as stated in Tenet 4 (Instruction) of the DTSDE Framework.</p> <p>As we commit to deepening connections with students, faculty and staff will be provided opportunities to engage in professional learning focused on diversity, equity, and inclusion. As a school, we also recognize the need to make sure we are using high-quality instructional practices to meet the needs of all students. This commitment directly aligns with the instructional and behavioral supports of identified evidence-based strategies such as the implementation of PLC's and access to instructional coaches.</p> <p>Our team's reading and collaborative reflection of the <i>How Learning Happens Messaging Framework</i>, the review of student interview responses, and the Equity Self-Reflection results demonstrated a need to support professional learning, so teachers have an opportunity to think about how learning happens and strategies to use, that support how instructional planning connects social, emotional and cognitive learning.</p> <p>According to the student interviews:</p>

## Commitment 2

- When a student was asked “What are some things you think are important for all teachers to know about what it is like to be a student at our school?” he/she replied, “Don’t treat kids differently if they’re not great students.”
- When asked, “What are things we could do to help students feel better about being at school?” Student(s) responded that we need “more acceptance of differences.”
- A student specifically said that teachers need to “keep eyes on the kids that are jerks because as soon as they aren’t being watched, then they start acting like jerks. They start fist fights, or they say racist or homophobic things. They aren’t targeting anyone; they just stay stupid stuff to everyone.” This clearly shows a need for deepening connections between students and adults.
- One student even stated that “group activities will help us feel more comfortable. All of us are the same and it will make us connect more.”

The school’s Equity Self-Reflection (teacher survey) results also provided evidence that the school was “emerging” in three of the practices for Principle 2 (High Expectations and Rigorous Instruction) and in all of the practices in Principle 4 (Ongoing Professional Learning and Support). This data highlighted the need for professional learning that focuses on opportunities for staff to critically examine topics of diversity, equity and inclusion. This in turn will support faculty when planning for instruction and classroom environment, and how administrators can support the school’s professional learning.

The school values high-quality instruction leading to academic success for all students. This commitment will start to shift the awareness and change of culture to focus on diversity, equity and inclusion when planning for instruction. The driver for this commitment is to extend our awareness and values to make sure we have a shared responsibility for providing our children with learning that also includes opportunity for growth and development in and out of the classroom.

## 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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.</p>	<p>During faculty meetings and grade level meetings, there will be a focus on unpacking as a whole group:</p> <ul style="list-style-type: none"> <li>• How Learning Happens Messaging Framework</li> <li>• Culturally Responsive-Sustaining Education Framework (CR-S)</li> </ul> <p>Teachers will gain perspective early in the school year on why the elements of the messaging framework and CR-S Framework are important for instruction and learning, followed by how, what, and whom they develop instruction for and how their perspectives and instructional format shapes the experiences of all students and their learning.</p>	<p>Junior and senior high faculty and staff will engage in the Equity-Self Reflection</p> <p>SEDH Climate Survey (3x/year)</p> <p>Conduct Data Triangle (student voice, family engagement, staff; 2x/year)</p> <p>Conduct student Interviews</p>	<p>HFM BOCES focused trainings.</p> <p>Embedded professional development and coaching on social emotional learning for teachers and administrators (provided by outside consultant)</p> <p>Schedule for unpacking each Framework (monthly)</p> <p>Schedule for PD</p> <p>Access to literature frameworks</p>

Commitment 2

			Costs associated with conducting surveys
High-Quality Instructional Practices	<p>Professional learning provided to all teachers based on the elements of high-quality instructional practices:</p> <ul style="list-style-type: none"> <li>• Student ownership of learning, learning targets and success criteria.</li> <li>• High student engagement.</li> <li>• Higher-order complex questioning.</li> <li>• Checking for understanding and targeted feedback.</li> <li>• Differentiated instruction and practice.</li> </ul>	<p>Faculty to complete the professional learning reflection tool (2x/year)</p> <p>Learning walk data</p> <p>% of faculty completion of each level of training</p>	<p>Monthly professional learning, coaching and monitoring schedule.</p> <p>Outside consultant</p> <p>HFM BOCES Instructional Coaches</p>
Principal and Assistant Principal Monitoring- Learning Walks	<p>The learning walk process is framed to present why learning walks are a whole building process.</p> <p>During the first half of the year, administrators will look for how high-quality instructional practices and new culturally responsive practices are embedded within instruction. Learning walk data is shared with teaching staff during faculty meetings.</p> <p>During the second half of the year, administrators will look for how new high-quality instructional practices and culturally responsive practices are embedded within instruction. Learning</p>	<p>The learning walk process is shared with faculty (September)</p> <p>The principal and assistant principal provide specific and constructive feedback related to high-quality instructional practices and the incorporation of culturally responsive strategies after each learning walk.</p> <p>Learning walk data is shared each month at faculty meetings.</p>	<p>A monthly learning walk calendar is created and shared among school administrators.</p>

Commitment 2

	Walk data is shared with teaching staff during faculty meetings.		
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## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Student voice survey interview questions: <ul style="list-style-type: none"> <li>“Most students in our school follow the school rules.” (38.6%)</li> </ul>	Increase by 10% the results on the Student Voice Survey.
Staff Survey	District select performance scan survey questions: <ul style="list-style-type: none"> <li>“As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.” (64.5%)</li> </ul>	Increase by 10% the results on the district select performance scan survey.
Family Survey	Survey statement: <ul style="list-style-type: none"> <li>“Our school has a strong curriculum that meets the needs of my child(ren).” (70.6% agree).</li> <li>“I discuss what my child(ren) is learning with teachers.” (41.1% agree).</li> </ul>	Increase by 10% the results on the family engagement survey.

## 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 2021-22 school year.

Use the data above from the surveys.

Student interview questions:

1. What are the ways that you've seen yourself grow and learn new things this school year?
2. What are some things you think are important for all teachers to know about what it is like to be a student at our school?
3. What are things we could do to help students feel better about being at school?
4. If you wanted adults to know one thing about you as a student, what would you tell them?

Learning walk data: Immediate feedback is provided to individual faculty after each learning walk. Cumulative district and school qualitative learning walk data is reviewed each month at faculty meetings.

## 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 2021-22?</b></p>	<p>We commit to making sure each student understands if they are on track for academic and behavioral success.</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>Student ownership and agency emerged as a priority through the review of academic achievement data including end-of-year IXL data, student interview responses, as well as unfinished learning students experienced due to the pandemic. To make sure we are providing instruction and learning our students need, we need to involve students in their learning. Educators will be encouraging them to contribute to their learning experiences, to make choices, to explore, to question, to experience, to learn, to grow, to develop social, interpersonal and leadership skills in addition to academic proficiency.</p> <p>We know that teaching in a student's Zone of Proximal Development (ZPD) can support their learning, growth, and connections with school. We know that immediate, actionable feedback from the teacher has a tremendous impact on student learning. The takeaway from the student responses is that district and school leaders, classroom teachers, and other educators need to know their students as learners and understand their strengths to target instruction at differentiated levels. Concurrently, teachers need to know and understand how students learn best.</p> <p>During student interviews, the following questions were posed:</p> <p><i>What are the ways that you've seen yourself grow and learn new things during the pandemic?</i></p> <ul style="list-style-type: none"> <li>● I learned to focus on myself.</li> <li>● I don't want to drop out, I want to succeed.</li> <li>● It's good to learn new things. I have focused on myself to get through the year.</li> <li>● I just want to keep a good pace to get through the year.</li> </ul>



### Commitment 3

- Self-worth: If I know I am doing well, it makes me feel good. Getting work done, or being able to work ahead and ahead of schedule. Getting through assignments without asking for help.

#### *What have you learned from yourself?*

- Challenge myself and grow as a student.
- I take opportunities when they are given, especially with extracurricular or what the community has to offer because I had a ton of time to learn new things.
- I've learned to be accountable for myself. Along with keeping up with sports. School offered structure. I've learned to do that myself.

#### *Worries for next year?*

- Stay on top of grades
- Regents exams. Having to take to Geometry
- I feel like I am pressured to get good grades and as the years progress, I am afraid that I won't be able to get the grades.

#### *What pressures do you feel to do well?*

- I feel like my priority is to do well in school. I pressure myself. I want to do well in school.

As the need to address diversity, equity and inclusion in learning is priority, having students as partners in the assessment process (IXL) and data conversations supports ownership and agency. This is supported by evidence from the Equity Self-Reflection, the team noticed the following:

- Principle 3: Inclusive Curriculum and Assessment, including students as co-designers of curriculum (Practice) was scored as integrating.
- Principle 4: Ongoing Professional Learning and Support - all were scored as emerging.

### Commitment 3

Being responsive to the evidence collected from the student interviews and Equity Self-Reflection, and the continued commitment to implement IXL in the school, this commitment is priority. Creating a culture where students are engaged and owners of their learning will put them in the best possible position to build knowledge and life skills they need to thrive. Students become actively engaged in their growth when they analyze and use their data. Using data with students enhances their capacity to access, analyze, and use data to effectively reflect, set goals, and document growth. Students have a sense of ownership over the goals they set because they're informed by data they understand.

The school recognizes the need for a centralized assessment system, like IXL. The School Performance Scan Survey administered to staff members stated: "We utilized a comprehensive school wide data system that includes a data dashboard for monitoring goals and progress." Only 33.3% agreed with that statement.

To make sure each student understands if they are on track for academic success, we recognize that IXL, and other standards-based assessments, are instructionally useful indicators of individual student growth and performance not only to monitor each student's progress in meeting the State's learning standards but also to plan instruction. This integrated approach to surrounding and supporting students both instructionally as well as socially-emotionally is critical to student success and focuses on the intellectual and academic achievement of all students.

This commitment reinforces the need to focus on Principles 3 and 4 of the Equity Self-Reflection and Tenets 3 (Curriculum) and 4 (Instruction) of the DTSDE Framework.

## 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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue to use IXL as the school's academic baseline and progress monitoring tool.</p>	<p>Continue to implement the IXL Assessment Tool as a school-wide assessment and academic practice tool, building this into part of the instructional and learning culture.</p> <p>The school communicates the weekly (or bi-weekly) IXL tool practice and progress monitoring expectations to ensure there are updated diagnostic scores and consistent skills-based practice. Each content area in turn establishes IXL as part of their instructional and learning plan.</p> <p>Training provided to all teachers based on four topics and each teachers progress through the training:</p> <ul style="list-style-type: none"> <li>● Topic 1: Overview and key components of IXL.</li> <li>● Topic 2: Implementing the diagnostic tool and review the data by applying the data protocol.</li> </ul>	<p>All students have updated Diagnostic English Language Arts and mathematics scores: current baseline (September).</p> <p>Each student has an updated IXL diagnostic score reflected in the growth score (monthly).</p> <p>Each content area demonstrates IXL as part of their instructional plans</p> <p>Percentage of faculty completion of each training topic</p>	<p>IXL Assessment Tool System</p> <p>Utilize HFM BOCES Instructional Coach to support use of IXL.</p> <p>Outside consultant to provide embedded instructional and systems coaching and professional learning.</p> <p>A monthly professional learning, coaching and monitoring schedule.</p>

Commitment 3

	<ul style="list-style-type: none"> <li>● Topic 3: The data dashboard and understanding the data: “We have data, now what?”</li> <li>● Topic 4: Using data to drive instruction and skill-based practice.</li> </ul>		
Improving student agency using assessment data	<p>Training provided to all teachers focused on how to conference with students using protocols to analyze and use student data.</p> <p>Teachers model how students use their data in IXL to support reflection, set goals and document growth.</p> <p>Teachers engage students in scheduled student-led IXL conferences.</p>	Students can articulate their current IXL data and profile through student conferencing.	<p>Outside consultant to provide professional learning.</p> <p>A monthly professional learning, coaching and monitoring schedule.</p>
Professional Learning Communities focus on IXL	<p>Continue professional learning communities (PLC) training to include learning about and establishing a data protocol supported by the action planning tool.</p> <p>Teams meet on a regular basis to work interdependently to:</p> <ul style="list-style-type: none"> <li>● clarify what students must learn,</li> <li>● identify how to effectively teach skills &amp; content,</li> <li>● gather, monitor and analyze evidence of student learning,</li> </ul>	<p>Next phase PLC training accomplished by October on the action planning tool and the use of a data protocol.</p> <p>The school has set a schedule for content area (PLC) departments to meet on a periodic basis.</p> <p>The school has set a schedule for grade level (PLC) teams to meet on a periodic basis.</p>	<p>Outside consultant to provide ongoing coaching and professional learning.</p> <p>A monthly PLC meeting schedule.</p> <p>A monthly professional learning, coaching and monitoring schedule.</p>

Commitment 3

	<ul style="list-style-type: none"> <li>develop the capacity of all team members, and work to achieve their SMART goals.</li> </ul>		
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## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>We receive specific feedback from our teachers on the tests/assessments we take. (In latest survey - 64.8%)</p> <p>I check my grades often to see how I am doing.</p> <p>I can study my academic data and identify strengths and weaknesses in ELA and mathematics.</p> <p>I am able to prioritize, set and achieve my academic goals.</p>	10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)
Staff Survey	<p>We utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress. (In the latest survey- 33.3%).</p> <p>Our school leaders actively support data-driven inquiry as a school-wide practice. (In 2018- 39%, in the latest survey - 82.4%).</p>	10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)

Commitment 3

	Our school leaders require staff to utilize specific data for the purpose of instructional planning and measuring student progress. (In the latest survey - 64.3%).	
Family Survey	<p>I receive specific test/assessment information about my child(ren)'s progress (In 2018- 46% of guardians agreed. In the latest survey - 68.7% agreed.)</p> <p>My child(ren) is required to self-monitor their progress and keep track of their own learning (In latest survey - 63% agree)</p>	10% increase from baseline (fall 2021 survey) to post (spring 2022 survey)

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 2021-22 school year.</p> <p>100% of students have updated diagnostic ELA and mathematics scores: a baseline score and growth score.</p> <p>Student performance measures using IXL data:              85% of students will show one-year growth in ELA/reading as evidenced by diagnostic growth score.              85% of students will show one-year growth in mathematics as evidenced by diagnostic growth score.</p> <p>The student, staff and family surveys demonstrate expected growth of at least 10%.</p>
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### 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>

Commitment 3

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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Establish an Early Warning Intervention and Monitoring System</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	<p>The focus of the Early Warning System will support Commitment 3. The school will use the IXL Comprehensive Diagnostic Tool as its system to monitor and analyze student progress and achievement in the areas of ELA and math.</p> <p>As a school we want to implement a system that includes a tool to collect and monitor critical data - data that demonstrates on grade level or above achievement in ELA and math. This system will also include, in year one, establishing the roles and responsibilities and how to use the comprehensive tool. We also recognize that to develop and implement this system, training and establishing protocols for teachers to analyze data and use it to inform instructional planning and intervention is crucial for sustaining this system.</p>

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



### Commitment 3

## 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	
Helen Rebisz	English Language Arts Teacher Grade 8 and 9	Secondary
Amy Codi	Grade 6 Teacher	Elementary
Christopher Wojeski	Principal	Secondary
Stephany Deuel	School Counselor	Elementary
Krsitine Goodermote	Special Education	Secondary
Katria Hitrick	Principal	Elementary
Andrea Bovee	School Social Worker	Districtwide
Valerie Horstman	Grade 4 Teacher	Elementary
Jennifer Sanford	Director of Student Services	Districtwide
Michelle Moore	Parent	Elementary
Mila Valachovic	Student	Secondary
Britain Goodemote	Student	Secondary

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
May 14, 2021						X
May 17, 2021		X				
May 20, 2021	X					
May 21, 2021	X					
June 3, 2021		X	X	X		
June 4, 2021			X	X	X	
June 22, 2021			X	X	X	
June 23, 2021			X		X	
July 8, 2021					X	
July 9, 2021					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**

While reviewing the student interview responses, we noticed that the majority of responses showed the need for more student to student and student to adult connections. They had lost this as a result of the social distancing and remote learning that took place during the COVID-19 pandemic.

Student ownership and agency emerged as a priority through the review of student interview responses, as well as unfinished learning students experienced due to the pandemic. To make sure we are providing instruction and learning our students need, we need to involve students in their learning. The takeaway from the student responses is that district and school leaders, classroom teachers, and other educators need to know their students as learners and understand their strengths to target instruction at differentiated levels. Concurrently, teachers need to know and understand how students learn best.

### Equity Self-Reflection

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

The school's Equity Self-Reflection results also provided evidence that the school was "Emerging" in each of the four Practices for Principle 1 (Welcoming and Affirming Environment). Based on teacher responses, we acknowledge that our staff needs to assume a collective responsibility to learn about student cultures and communities, highlight materials that represent and affirm student identities, prioritize social-emotional learning programs, and cultivate a school and classroom environment of affirmation and acceptance. Our teachers expressed that we are emerging in relation to these practices; the term "emerging" being defined as demonstrating beginning knowledge and skills with limited use of the defined practice.

The school's Equity Self-Reflection (teacher survey) results also provided evidence that the school was "Emerging" in three of the Practices for Principle 2 (High Expectations and Rigorous Instruction) and in all of the Practices in Principle 4 (Ongoing Professional Learning and Support). This data highlighted the need for professional learning that focuses on opportunities for staff to critically examine topics of diversity, equity and inclusion. This in turn will support faculty when

planning for instruction and classroom environment, and how administrators can support the school's professional learning.

As the need to address diversity, equity and inclusion in learning is priority, having students as partners in the assessment process and data conversations supports ownership and agency. This is supported by evidence from the Equity Self-Reflection, the team noticed the following: Principle 3- Inclusive Curriculum and Assessment. Mayfield Jr. Sr. High will include students as co-designers of curriculum (Practice) was scored as "Integrating". Principle 4- Ongoing Professional Learning and Support - all were scored as "Emerging".

Submission Assurances, Instructions and Next Steps

## Submission Assurances

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

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**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 2021-22 school year.

## Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

Learning As A Team

2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.