



School Comprehensive Education Plan

2022-23

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

Collaboratively Developed By:

The Mayfield Jr./Sr. High School SCEP Development Team

And in partnership with the staff, students, and families of the 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

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

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>We commit to ensuring professional time is devoted to learning about and implementing practices that foster greater connection to school and school community.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>The Mayfield Central School District's mission is: "To ensure that all students will acquire the academic and social skills to enable them to function successfully as productive citizens." The school and district emphasize that - "All students can learn - All means all."</p> <p>Several common themes were realized through the student interview process and Equity Self-Reflection. Students are wanting and needing more connections to and with school. Students shared inequitable actions related to behavioral, academic, and social emotional learning expectations and outcomes. Faculty identified a need to focus on improving student connections to school, peers and adults. The SCEP team recognizes the need to improve awareness and how to respond to the student perspective of school and their interactions within the school community.</p> <p>This commitment is influenced by the <i>How Learning Happens Framework</i> because "Learning is social; the quality of our relationships and social interactions shape our ability to learn. 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." This theme emerged as something to commit to based upon student interview responses and collective responses to the Equity Self Reflection.</p> <p>The Equity Self –Reflection demonstrated that there are emerging opportunities for the school to grow as a committed community to supporting students. The team concluded:</p> <ul style="list-style-type: none"> • (They were) not sure if all (adults and students) understand and can state what "diversity, equity, inclusion" each are in an educational setting. This was emphasized from the student input - Student Voice Survey and Student Interviews. |

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- (They were) not sure if the environment is welcoming of all groups - per student responses from the interviews and during SCEP meetings with students.
- Recognize the need for student and adult forums. Students stated that frequent sessions, at least one per month, would support this.

The student interview process provided students an opportunity to voice their perceptions and experiences. Questions, particularly three, were asked to gain insight into these perspectives that focus on the theme of this Commitment:

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?

- *Adults forget what it is like to be kids, Teachers should put themselves in our shoes*
- *Kids want to have teachers actually take interest in them and show they care.*
- *Students enjoy the personal connection with each other and teachers.*
- *Adults need to keep a close eye on "bullying", name calling and insults. Take notice when students are looking uncomfortable*
- *Teachers need to be more patient with us - we are "learning a lot and having to piece it back together is challenging, it's a lot on our plate, so pushing as hard as you can doesn't work for people.*
- *I feel like teachers don't make you feel valid at all. I feel like anything I say or do, it doesn't matter. "You're just another pawn on the chessboard."*
- *Not everyone has the same home life. "Stop making it about getting a 65 and instead mold it for the student. The curriculum is very unforgiving for people who don't have the same opportunities. It's one size fits all."*

What are things we could do to help students feel better about being at school?

- *adults not talk about student business to each other loud enough for kids to hear it;*
- *teachers can try to notice how some kids make it hard for others at school*
- *teachers can be more consistent in noticing students who might be sad*
- *30 minutes of mental health each day (free time or outside time--NOT academic)*

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How have your relationships with your classmates changed? Have you been able to stay connected to your peers? If so, how?

- *Kids separate into cliques and don't associate with each other anymore. Everyone is split up.*
- *Lost people and gained people. Social media and study halls are the only way to stay in touch with people. As [we] get older it is harder to juggle school stress, responsibilities at home, and a job. Over time [we] got along with different kids who are more like them.*
- *My relationships have changed. a lot of people are fake, two faced. They aren't 100% genuine. They're only friends with you to use you for something. Be there when they need it.*
- *I feel very judged for who my friends are - I hang out with them because I feel like I can be myself. They aren't bad people, they make bad choices. People make judgments about me.*

As a result, the SCEP team recommends a commitment to provide more consistent opportunities for faculty and staff to explore and learn more about how to connect students to peers, adults, curriculum, and themselves.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Revise the purpose for Faculty Meetings | <p>Committing that each faculty workshop will include discussion and prompts.</p> <p>Review purpose of SCEP and Strategies. Share the work that has been committed to, progress, next steps.</p> <p>How each faculty member is part of the process and a contributing member. Shift purpose and practice of faculty meetings to focus on - learning (article review, discussions, professional learning).</p> <p>This would include conference days. Utilize Data Triangle Data as evidence and prompts - leverage articles and research to support the discussions and learning during the workshops.</p> | <p>Shared Google Drive provides access to resources, exit tickets, videos, teacher responses (feedback). Email progress updates at least monthly to faculty and staff.</p> | <p>Schedule - SCEP team meetings scheduled once per month (second Wednesday each month) to inform the focus of the next faculty workshop.</p> <p>Money - for teacher SCEP team stipend</p> <p>Scheduled - Faculty workshops scheduled once per month (third Wednesday each month)</p> <ul style="list-style-type: none"> Space in the library will be arranged to allow teachers to sit in groups per the workshop's goals |
| Focus on Jr/Sr HS Clubs & Activities | Create an events calendar that demonstrates all student focused events and themes. | Potential club advisors create a document identifying which days clubs will meet, fundraisers they're planning, | Schedule - sessions for club advisors to meet on September 6th to create this document. |

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| | <p>September - Review current clubs and activities for compact language and focus - what is your plan for the year? Audit and Calibration and Accountability - Metrics/Measure Driven - Outcomes, focus of meetings. Possibly realign clubs and purpose.</p> <p>Centralize Clubs (Google Doc/Sheet) - Description, information and list of themes, meeting dates, key activity dates, reduce overlap to improve access and less cross-contamination (i.e. fund raising).</p> <p>Advisors and lead students (for each club) meet - review purpose of clubs and what each club is/focus. Review funding sources for grade/class events (trips, events) to identify disbursements- funds raised vs. allocated</p> <p>Clubs and Activities Fair</p> | <p>and share this document with administration.</p> <p>Designated professional(s) will share a club meeting calendar with faculty and staff each month via email.</p> <p>Fill advisor roles by Oct 1. Clubs demonstrate that they have held their first meeting by Oct. 14.</p> <p>Clubs and Activities Fair in a central location (cafeteria or hallway).</p> | <p>Money - to fund outside consultant surveys</p> <p>Time - In January, advisors will complete a club participation survey to gauge participation.</p> |
| <p>Identify and implement a student advisory focus group representative of current student body</p> | <p>Build sub-committees based on student interest and topics for exploring.</p> <p>The student advisory focus group will meet with/work with the admin team/adult team for the purposes of: assessing student perceptions of school culture (referring back to the initial survey questions and exploring new topics related to building a better school community).</p> | <p>Teachers identify students to participate in grade level ILT meetings on an on-going Google document that is shared with administration. These students can be pulled throughout the year in small groups (approx. 5 students) at least once per month.</p> | <p>Schedule - Student advisory focus group sessions, at least 1x per month with administration or members of the SCEP team. Administration could pull students during the school day as their schedule(s) allow and teachers could pull during a planning period.</p> |

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| | | | <p>Time - available within the school day</p> <p>Location - will need to be determined and scheduled for each session.</p> <p>Money - to fund outside consultant surveys</p> |
| <p>Continue to learn about each and every student</p> | <p>Some student groups shared that they only care about grades at 5 and 10 week marks. More consistent grading, expectations, and communication by teachers will increase academic integrity.</p> <p>Faculty Handbook is updated for 2022-23 School Year to include grading practices.</p> <p>Assess school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion.</p> <p>Data Triangle Surveys -</p> <ul style="list-style-type: none"> ● Student Voice ● School Performance Scan - faculty ● Parent Engagement <p>From data - design workshops that support adults learning more about and how to support critical/key topics that are expressed by students.</p> | <p>The Faculty Handbook is presented and available to all staff.</p> <p>ILT meetings include discussion of individual grading practices/policies and include a reflection on personal grading practices.</p> <p>SCEP team can share pertinent information gathered during student advisory council forums during faculty workshops.</p> | <p>Scheduled - distribute Handbook prior to the first day of classes.</p> <p>Faculty acknowledges they have received the handbook and have read (will read) it by signing can include the planning of this workshop.</p> <p>Money - for print costs for each faculty handbook</p> |

Commitment 1

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| <p>Develop, implement, and share innovative lessons that utilize learning technologies with New York State Computer Science Fluency Standards in their lessons. (ITP Goal #1)</p> | <p>Create curriculum that is aligned to the NYS Digital Fluency and Computing Science Standards.</p> <p>Provide professional development for teachers to learn about and unpack the NYS Digital Fluency and Computing Science Standards.</p> <p>Design and conduct grade level appropriate assessments to determine that digital fluency and computing science standards have been met.</p> <p>Review and analyze digital fluency and computing science assessments to determine proficiencies and set next steps for curriculum development leading to improved student results.</p> | <p>Teacher and administrator attendance at professional development sessions.</p> <p>The development of common language centered around digital fluency and computing science.</p> <p>Exit ticket reflections and surveys.</p> <p>Review of curriculum maps demonstrate alignment to digital fluency and computing science standards.</p> <p>Review of curriculum maps demonstrate and embed exemplar instructional strategies and learning tasks aligned to digital fluency and computing science standards</p> <p>Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.</p> | <p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p> <p>Space – in schools, classrooms, and/or virtual.</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> <p>Individuals – teachers and administrators, Instructional Technology Director, Instructional Technology Coaches, and outside consultants.</p> <p>Individuals - instructional technology coach</p> |
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Commitment 1

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| Offer Professional Development on Emergent teaching with Digital Literacy. (ITP Goal #3) | <p>Develop and implement a professional development plan that assists educators and administrators in the utilization of instructional technology.</p> <p>Professional development is targeted, personalized, ongoing and supported in multiple ways including</p> <ul style="list-style-type: none"> • collaborative planning sessions • coaching • mentoring <p>Evaluate the strength and effectiveness of instructional technology professional learning using exit tickets, surveys and learning walk data.</p> <p>Approve an instructional technology coach (FTE) to support faculty and staff to learn about, model and provide support on how to adapt and utilize instructional technology.</p> | <p>Professional learning for faculty and staff represents needs as identified from learning walks, curriculum map review and surveys.</p> <p>The development of common language centered around digital literacy.</p> <p>Exit ticket reflections and surveys.</p> <p>Quality instruction demonstrates increased equitable access to high quality learning experiences.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique characteristics of strong and adaptive use of instructional technology that supports instruction and learning.</p> <p>Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.</p> <p>Quarterly sharing of learning walk data with staff to</p> | <p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p> <p>Space – in schools, classrooms, and/or virtual.</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Money – to fund instructional technology coach</p> <p>Individuals - faculty and staff to complete surveys</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> |

Commitment 1

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| | | <p>highlight evidence of highly effective pedagogy and best practices.</p> <p>The Technology Committee communicates district level data, communicates results and next steps to faculty and staff.</p> | <p>Individuals - admin teams, technology committee, to review and take action on survey data.</p> <p>Individuals - instructional technology coach</p> <p>Individuals - outside consultant support</p> |
| <p>Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners. (ITP Goal #3)</p> | <p>Conduct technology device, software and safety audits to determine -</p> <ul style="list-style-type: none"> • Security vulnerabilities • Ensure the organization is up to date on security measures and practices • Establish foundation for next steps • Replacement plan of aging devices, out-of-date softwares & applications and out-of-date security measures <p>Add and provide technology devices, software applications and security measures that match student, faculty and staff needs, and district organization needs, per technology audit, surveys, learning walk data, professional development plan.</p> <p>Provide professional development for faculty, staff and administrators to learn about current and newly added technology devices and software applications.</p> | <p>The district has completed a technology audit by May 2023.</p> <p>Full analysis of technology audit results in identifying strengths and weaknesses.</p> <p>Results of technology audit informs and sets next steps towards meeting ITP goal #3.</p> <p>The Technology Committee communicates audit data and next steps to faculty and staff.</p> <p>Added technology devices and software represent needs per technology audit, surveys, learning walk data, and professional development plan.</p> | <p>Time – for scheduling and conducting technology and then to analyze and compare data.</p> <p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p> <p>Money – to fund new devices, software applications and security measures.</p> |

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| | | <p>Professional development is aligned to current and newly added technology devices and software applications.</p> <p>Professional development exit ticket reflections and surveys.</p> <p>Quality instruction demonstrates increased equitable access to high quality learning experiences.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique characteristics of strong and adaptive use of instructional technology that supports instruction and learning.</p> <p>Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.</p> | <p>Money - to fund for professional development outside of contractual hours</p> <p>Money - to fund outside consultant surveys</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> <p>Individuals - admin teams, technology committee, to review and take action on audit data.</p> <p>Individuals - instructional technology coach</p> <p>Individuals - outside consultant support</p> |
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Commitment 1

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) |
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| Student Survey | <p>Teachers provide time for students to discuss topics and learn from each other. HS = 39.9%</p> <p>We have a positive classroom environment that supports learning. HS = 47.0%</p> <p>Our classrooms have technology such as SMART Boards and computers. HS = 91.5%</p> <p>My teachers use technology in most lessons (internet/SMART Board/computers). HS = 80.5%</p> | An increase in 10% for each of the survey questions. |
| Staff Survey | <p>Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events. D = 42.6%, HS = 53.3%</p> <p>Our school leaders serve as role models for moving the work of our school forward. D = 43.1% , HS = 51.9%</p> <p>Our school leaders encourage professional development and application of the content. D = 49.2%, HS = 62.1%</p> | An increase in 10% for each of the survey questions. |

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| | Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning. D = 66.7%, HS = 71.4% | |
| Family Survey | <p>Teachers support children's emotional needs, increasing their confidence as learners HS= 52.8%</p> <p>Our school actively engages our family in conversations around student needs/progress. HS = 31.5%</p> <p>Teachers contact me, not just in times of concern. HS = 36.8%</p> | An increase in 10% for each of the survey questions. |

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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.

Success will look like an increase in Assets (survey results) as represented in the Professional Learning Reflection Tool, June 2023 results.

Success will look like students affirming that they agree or highly agree with student survey prompts.

Success will look like teachers affirming that they agree or highly agree with teacher survey prompts.

Success will look like families affirming that they agree or highly agree with family survey prompts.

Success will look like grade level and subject area curriculum maps demonstrating alignment to digital fluency and computing science standards. (ITP Goal 1)

Success will look like curriculum maps demonstrating and embedding exemplar instructional strategies and learning tasks aligned to digital fluency and computing science standards. (ITP Goal 1)

Instructional Technology Learning Walk data demonstrating gains in the effective use of instructional technology as aligned to NYS Digital Fluency and Computing Science Standards and district professional development plan. (ITP Goals 1, 2 and 3)

Success will look like all classrooms having innovative technology in place that is representative of technology audit and needs analysis, teachers knowing how to use it and they use it daily. Surveys and learning walk data will reflect that 75% of teachers are regularly utilizing innovative technology. (ITP Goals 1, 2 and 3)

Success will look like software applications addressing the needs of students are utilized by teachers and students. 100% of teachers and support staff have completed a professional development course in the use of the devices and software applications to assist their instruction and their students. (ITP Goal 3)

COMMITMENT 2

Our Commitment

| What is one commitment we will promote for 2022-23? | We commit to prioritizing the teacher-student learning partnership in order to maximize student success. |
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| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>Another common theme realized through the student interviews was the need to strengthen instructional and learning relationships. The SCEP team recognizes that in order to support student achievement and success, strong and balanced partnerships must be established and maintained.</p> <p>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 every student with learning that also includes opportunity for growth and development in and out of the classroom.</p> <p>The SCEP team also recognizes a need to improve instructional practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p> <p>This commitment is influenced by the <i>How Learning Happens Framework</i> because "adults in the school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions." Emphasis on well-planned instruction leading to high impact learning is weaved throughout the Framework including -</p> <ul style="list-style-type: none"> • Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding. • Learning happens all the time and everywhere, not just in school. • Brains develop throughout our lives; intense periods of growth happen in early childhood and adolescence, and are affected by the quality of one's environment, resources, and relationships. • And, adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential. |

Commitment 2

Ultimately, “When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.”

The Equity Self-Reflection completed by the SCEP Team demonstrates a continued need to focus on:

- Facilitating teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. (Principle 2)
- Incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. (Principle 3)
- Including students as collaborators in the learning process. (Principle 3)
- Continuing to implement and support learning communities for teachers to engage in topics that directly address educator best-practices and mindset.

The Equity Self-Reflection prompted the team to ask - “How can adults support all students with high-impact instruction and a focus on learning for every student? What Instructional Strategies best support this? How should Instructional and Curriculum Design look to achieve what students are asking and needing?”

The How Learning Happens Framework also examines the terms “academic” and “cognitive”. The Framework notes: “Cognitive” could be interpreted as a more natural and broader counterpart to the social and emotional dimensions of learning but calling it out separately could inadvertently suggest that cognition isn’t a part of social and emotional development. Ultimately, we opted to primarily use cognitive in these messages, in part because it more accurately conveys all the places young people learn and develop.” As a result, when educators design learning focused on cognition, the classroom begins to resonate learning that is multidimensional, contextual and relational.

Commitment 2

The student interview process provided students an opportunity to voice their perceptions and experiences. Questions were asked to gain insight into these perspectives that focus on the theme of this Commitment. Responses were grouped into two themes that support the need for this Commitment:

Academics:

- *You don't get rewarded for progress, you get rewarded for having a high grade.*
- *Homework. It's stupid, it's dumb, it's stressful, we spend 6 hours in school, we don't want to do it at home. I have not learned anything from homework.*
- *I refuse to do any work at home because it's pointless and I don't have time for it. I will do it at school. If I want to do it, I'll do it. You can't push me to do it. Depends how I'm feeling.*
- *Needs to space out tests . Hard to have a regular test on the same day state tests.*

Structure of current instruction and learning:

- *Restructure things. The whole world has changed but school doesn't change. Throughout the week in Math, you're learning a chapter not to learn content, but just to pass the test at the end of the chapter. You don't retain any of it.*
- *More structure with assignments (ie deadlines, and due dates). Students wait until the last minutes hand in work, if permitted by the teacher. They questioned if this was fair to those who handed the work in on time?*
- *Do something different! Break the routine, not just sitting and looking at a smart board, almost every class that's what we do. Every day is pretty much the same.*
- *Hands on learning is way more fun than looking at something for 40 minutes.*

As a result, the focus will be on improving the teacher-student partnership resulting in shared responsibility for learning and the success of every student both academically and behaviorally. To support these actions, the school recognizes the need to continue professional learning focused on these topics throughout the 2022-23 school year. Using the Instructional Learning Team approach and a data driven and collaborative process, teams will work to plan how they respond to student needs by refining curriculum and instruction.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Instructional Learning Teams (PLCs) | <p>Faculty ILTs will engage in biweekly data teams focused on applying the critical components and actions of professional learning communities.</p> <p>Continue the implementation from 2021-22 focused on applying the Professional Learning Community Framework:</p> <ul style="list-style-type: none"> ● Setting the purpose ● Preparing to learn as a group ● Standards, Data, Protocol, and Inquiry ● Clarifying the work to focus on ● Setting Next Steps <p>Applying Data Driven Protocol Processes that:</p> <ul style="list-style-type: none"> ● Measures and monitors - Current State versus Desired State ● Collects and acts upon metrics: Baseline, Goal Setting and Progress Monitoring ● Cross-walks of student results with learning walk data | <p>Each team is scheduled biweekly to meet</p> <p>Each team presents a record of meeting notes and attendance.</p> <p>Each classroom demonstrates the transfer of strategies from ILTs as demonstrated by learning walks and surveys.</p> | <p>Time – ILT Teams are scheduled to meet on school calendar</p> <p>Schedule - time during conference days for teacher professional development.</p> <p>Space - reserve a space in the school for each team to meet</p> <p>Money - outside consultant</p> <p>Money - BOCES Instructional Coach</p> <p>Money - to fund outside consultant surveys</p> <p>Individuals – outside consultant support</p> |

Commitment 2

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| | <ul style="list-style-type: none"> Is delivered, modeled, and supported in teacher teams. <p>Conference days will have scheduled time to learn more about key actions and concepts that support effective professional learning communities.</p> | | |
| Establish Teacher Leaders for each content area (Jr/Sr HS) | <p>Summer 2022 Training focused on:</p> <ol style="list-style-type: none"> Roles and responsibilities How to build and lead effective teams using Instructional Learning Team process - ILT (professional learning community) framework and process. <p>Focus of training:</p> <ul style="list-style-type: none"> Laying the Foundation with a clear and compelling purpose based on student learning. Targeted Focus on key questions that support action-research and results orientation. How to use data to inform and support the Cycle of Continuous Improvement Understanding the Instructional Learning Team Continuum focused on: Implementation, Developing and Sustaining critical practices. <p>Teacher Leaders support the implementation of Instructional Learning Teams.</p> <p>Monthly Teacher Leader training during 2022-23 School year to -</p> | <p>Each grade level (ES) or Content Area (Jr/Sr HS) is represented by an approved teacher leader.</p> <p>Each grade level or content area has consistently scheduled monthly meeting session times on the calendar.</p> <p>All teacher leaders attend monthly scheduled professional learning sessions..</p> <p>Agendas and ILT records demonstrate instructional practices focused on horizontal and vertical alignment.</p> | <p>Schedule - monthly teacher leader meeting sessions.</p> <p>Money - stipend pay for each teacher leader and materials/supplies as needed</p> <p>Money - outside consultant</p> <p>Space - reserve a space in each school for the admin team and teacher leader teams to meet.</p> <p>Individuals - outside consultant support</p> |

Commitment 2

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| | <ul style="list-style-type: none"> ● Implement and monitor integrity of ILTs ● Continue learning how to build the ILT process, use data protocols and receive coaching for specific needs | | |
| Identify and implement monthly Faculty SCEP Check sessions | <p>The faculty SCEP Check will meet with/work with the admin team for the purpose of: teacher-student learning partnership in order to maximize student success.</p> <p>Weekly then Monthly sessions with 3-4 faculty members.</p> | By December 2022, at least 50% of faculty have participated in one or more SCEP Checks. | Schedule weekly SCEP check sessions with faculty and staff. |
| Revise practices for how students are assessed that supports student learning and progress | <p>Phase 1 - Research and Study Phase focused on current Grading practices. Focus of Phase 1: (prompts)</p> <ul style="list-style-type: none"> ● How do we create a balance that demonstrates student learning & progress along with student responsibility? Partnership? ● How does the revisionment of Grading Practices demonstrate the need to refine/update instructional practices? <p>Purpose for this action is shared at the first monthly faculty workshop.</p> <p>Departments engage in grading practice share-out.</p> | <p>Each department completes a grading practice survey.</p> <p>Scheduled focus conversation during monthly Faculty Workshops as follow-up to survey.</p> | <p>Distribute survey at scheduled ILT meeting</p> <p>Scheduled monthly faculty workshops (third Wednesday of each month)</p> <p>Money - outside consultant</p> <p>Money - outside analytics consultant</p> <p>Money - to fund outside consultant surveys</p> |
| Diagnostic Assessment and Progress Monitoring of Critical Skills | Continue to implement the IXL Assessment Tool as a district-wide assessment and academic practice tool, building this into part of the instructional and learning culture. | 100% of students in grades 1st to 12th complete quarterly Diagnostic Assessment. | Time - teachers schedule time within weekly plans for all students to update Diagnostic score and |

Commitment 2

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| | <p>Provide ongoing professional development that is targeted, personalized, periodic and to support continued implementation of IXL in each classroom.</p> <p>Evaluate the strength and effectiveness of IXL implementation using Diagnostic snapshot data, surveys and learning walk data.</p> | <p>100% of students in grades 1st to 12th agree or strongly agree they know their academic growth.</p> <p>Quarterly Diagnostic Assessment Data is reviewed as part of ILT Data Process.</p> <p>Professional development is targeted and represents attendance for teachers who require additional support.</p> <p>Learning walk tool represents critical look-fors that capitalize on using diagnostic and progress monitoring assessment data.</p> | <p>practice individualized recommendations.</p> <p>Time – ILT Teams are scheduled to meet on school calendar.</p> <p>Time – learning walks scheduled as part of each admin’s daily schedule.</p> <p>Schedule - ongoing, monthly professional learning time to continue about IXL and how to infuse within instructional plans.</p> <p>Money - outside consultant</p> <p>Individuals – outside consultant support</p> |
| Monitor the Integrity of the SCEP Plan | <p>SCEP Team will meet monthly to</p> <ul style="list-style-type: none"> • Perform checks on progress of plan to determine if strategies are on schedule or not on schedule. • Address strategies or changes in strategies and identify supports and additional training to course correct. • Review sustainability of current plan. • Forecast for next year’s plan. <p>Based on progress checks, the SCEP Team will redirect for obstacles and challenges to</p> | <p>On schedule = high-quality evidence demonstrates the strategy, and its component methods are on schedule to meet plan goals and intentions.</p> <p>Not on schedule = low-quality or lack of evidence shows that the strategy and its component methods are not</p> | <p>Time – schedule monthly meetings for SCEP Team</p> <p>Space – reserve a space in the school for the SCEP Team to meet</p> <p>Money – to voucher SCEP team members</p> <p>Money - outside consultant support</p> |

Commitment 2

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| | <p>ensure progress is made towards goal completion and intentions.</p> <p>The SCEP Team will prepare evidence for each scheduled CSI Quarterly Support Visit and participate in each visit.</p> | <p>on schedule to meet plan goals and intentions.</p> | <p>Individuals – outside consultant support</p> |
| <p>Positive Behavioral Interventions and Supports - Year 1 Implementation Process</p> | <p><u>Adult Level</u> - Build consensus and centralize roles for adults.</p> <p>Norm key processes and expectations.</p> <p><u>School Community</u> - Begin Phase 1 - Year 1 of a multi-year, PBIS Implementation</p> <p>Phase 1: Align goals and vision using research:</p> <ul style="list-style-type: none"> ● Review current district goals and vision and consider adjustments. ● Carefully consider school developed curriculum and instructional goals (both based on research) and how these align to the norms and behaviors the school community is seeking. <ul style="list-style-type: none"> ○ Equity ○ Systems ○ Data ○ Practices ○ Outcomes ● Select stakeholders, identify their roles and set expectations. | <p>Faculty Handbook is updated for 2022-23 School Year representing centralized roles for adults.</p> <p>Faculty Handbook is presented and available to all staff.</p> <p>Scheduled quarterly meetings for PBIS committee</p> | <p>Resource: Faculty Handbook</p> <p>Money - for print costs for each faculty handbook</p> <p>Schedule quarterly meetings with individuals who have joined the committee</p> <p>Individuals: PBIS committee</p> |

Commitment 2

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| | <ul style="list-style-type: none"> ● Create a vision and curriculum sustainability outline. | | |
| Continued implementation of instructional best practices | <p>Instructional practice professional learning with teacher provided evidence/artifacts of instructional implementation (monthly) supporting DuFour's four questions and student learning, with continuous reflection on learning target and task alignment.</p> <p>Professional learning sessions (monthly) focus on</p> <ul style="list-style-type: none"> ● Integration of student ownership of learning, success criteria, active engagement and student self assessment into daily instructional practice. ● Key components continue to target student ownership of learning, active student engagement/empowerment, checking for understanding, high cognitive levels of questioning and differentiated instructional practice. <p>Grade level coaching, mentor coaching, instructional coaching</p> | <p>Teachers in each grade level attend and participate in monthly professional learning sessions.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique developmental characteristics and individual needs of each student.</p> <p>Learning walk data demonstrates weekly in-classroom visits.</p> <p>Measures of instruction and learning are</p> <ul style="list-style-type: none"> ● On schedule – high-quality evidence demonstrates the strategy is on schedule to meet plan goals and intentions. ● Not on schedule – low-quality or lack of evidence shows that the strategy is not on schedule to meet plan goals and intentions. | <p>Schedule - ongoing, monthly professional learning time to continue building and refining instructional best practices</p> <p>Time – learning walks scheduled as part of each admin’s daily schedule.</p> <p>Money - BOCES instructional coach</p> <p>Money – funding for mentor program</p> <p>Money - outside consultants</p> <p>Individuals - outside consultant support</p> |

Commitment 2

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) |
|-----------------------|--|--|
| Student Survey | <p>Our school curriculum (work) is challenging. HS= 43.8%,</p> <p>We receive specific feedback from our teachers on the tests/assessments we take. HS = 40.0%</p> <p>My teachers often check to see if all students understand what is being taught. HS = 39.0%</p> <p>We have a positive classroom environment that supports learning. 47.0%</p> <p>My teachers help me keep track of my learning and assess my progress. 45.1%</p> <p>My teachers explain things in different ways so that all students learn./My teachers give the type of assignments that help me learn. 39.9%</p> <p>My teachers motivate me to work hard and improve. 43.4%</p> | An increase in 10% for each of the survey questions. |
| Staff Survey | <p>We actively utilize a school-based plan with specific SMART goals to guide our work. D = 33.3%, HS = 50.0%</p> | An increase in 10% for each of the survey questions. |

Commitment 2

| | | |
|----------------------|---|--|
| | <p>Our school leaders encourage professional development and application of the content. D = 49.2% , HS = 62.1%</p> <p>Our school leaders actively support data-driven inquiry as a school-wide practice. D = 61.4%, HS = 70.4%</p> <p>We utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress. D = 47.1%, HS = 69.2%</p> <p>We challenge students. HS = 60.7%</p> | |
| Family Survey | <p>Our school actively engages our family in conversations around student needs/progress. HS = 31.5%</p> <p>My child(ren) feels secure in taking risks and asking questions in class. HS = 53.6%</p> <p>I receive specific test/assessment information about my child(ren)'s progress. D = 60.2%, HS = 44.6%</p> <p>Our school has a strong curriculum that meets the needs of my child(ren). D = 50.4%, HS = 46.4%</p> | An increase in 10% for each of the survey questions. |

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.

Success will look like an increase in Assets (survey results) as represented in the Professional Learning Reflection Tool, June 2023 results.

Success will look like each content area led by a teacher leader who supports the Instructional Learning Team Continuum focused on: Implementation, Developing and Sustaining critical practices.

Success will look like a learning walk tool representing critical look-fors that capitalize on using diagnostic and progress monitoring assessment data.

Success will look like each classroom demonstrating the transfer of strategies from ILTs as demonstrated by learning walks and surveys.

Success will look like 100% of students in grades 1st to 12th completing quarterly Diagnostic Assessments and 100% of students in grades 1st to 12th agree or strongly agree they know their academic growth.

Success will look like students affirming that they agree or highly agree with student survey prompts.

Success will look like teachers affirming that they agree or highly agree with teacher survey prompts.

Success will look like families affirming that they agree or highly agree with family survey prompts.

COMMITMENT 3

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

Our Commitment

| | |
|--|--|
| <p>What is one commitment we will promote for 2022-23?</p> | |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> | |

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? |
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End-of-the-Year Desired Outcomes

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

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

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

COMMITMENT 4

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

Our Commitment

| | |
|---|--|
| What is one commitment we will promote for 2022-23? | |
| Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> | |

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? |
| | | | |
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End-of-the-Year Desired Outcomes

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

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

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|------------------------------------|---|
| Student Survey | | |
| Staff Survey | | |
| Family Survey | | |

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ 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:

| Evidence-Based Intervention Strategy Identified | Professional Learning Communities |
|---|---|
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | The whole school is a PLC. The educators in the school recognize and understand that they all share common goals. These goals center around both commitments; strengthening relationships with students and the home, designing student-centered instruction, and supporting student success to graduate and have post-graduation plans. Professional Learning Communities supports both commitments in that PLCs (Professional Learning Community) function as an action-research community to explore common ways to make learning meaningful and to support students' sense of belonging so they can see themselves in their learning. |

Evidence-Based Intervention

Evidence-Based Intervention

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

| | |
|--|--|
| Evidence-Based Intervention Strategy Identified | |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | |

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 Strategy Identified | |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | |
| Link to research study that supports this as an evidence-based intervention (the study must | |

Evidence-Based Intervention

| | |
|--|--|
| include a description of the research methodology | |
|--|--|

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 |
|--------------------|---------------------|
| John Bishop | Executive Principal |
| Matt Morgan | Jr/Sr HS Principal |
| Andrea Bovee | Social Worker |
| Jen Sanford | PPS Director |
| Joelle Guerrero | Counselor |
| Amy Codi | Teacher |
| Kristine Goodemote | SPED Teacher |
| Pam King | Teacher |
| Helen Rebizs | Teacher |
| Mila Vachovoc | Student |
| Morgan Vachovoc | Student |
| Stephanie Deuell | Counselor |
| Chris Harper | Superintendent |
| Michelle Moore | Parent |
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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 |
|------------------------|-----------------------|--|---|---|------------------|--|
| <i>Example: 4/6/21</i> | | | x | x | | |
| 3/24/22 | X | X | | | | |
| 4/7/22 | X | X | | | | |
| 5/12/22 | X | X | | | | |
| 6/2/22 | | | X | | | |
| 6/3/22 | | | X | | | |
| 7/18/22 | | | | | X | |
| 7/19/22 | | | | | X | |
| 7/20/22 | | | | | X | |
| 7/29/22 | | | | | 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

Several common themes were realized through the student interview process. Students are wanting and needing more connections to and with school. Students shared inequitable actions related to behavioral, academic, and social emotional learning expectations and outcomes.

Another common theme realized through the student interviews was the need to strengthen instructional and learning relationships. The SCEP team recognizes that in order to support student achievement and success, strong and balanced partnerships must be established and maintained.

Equity Self-Reflection

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

The SCEP team recognizes a need to improve awareness and response to the student perspective of school and their interactions within the school community. As a result, the SCEP team recommends a commitment to provide more consistent opportunities for faculty and staff to explore and learn more about how to connect students to peers, teachers, curriculum, and themselves.

The SCEP team also recognizes a need to improve instructional practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. As a result, the focus will be on improving the teacher-student partnership resulting in shared responsibility for learning and the success of every student both academically and behaviorally.

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.