



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mohonasen	Draper Middle School	6-8

**Collaboratively Developed By:**

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**MaryAnn Nickloy**

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**Steve Blais**

**Maureen Geagan**

**Kyra Grimsley**

**Mendy Varga (Parent)**

**Amanda Gallione (Parent)**

*And in partnership with the staff, students, and families of Draper Middle School.*

## Guidance for Teams

### Template

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

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

### Strategies

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

### Resources for Team

NYSSED 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 1

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to making every student feel <u>safe</u>, <u>respected</u>, and <u>supported</u>.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Making students feel safe at school is a priority. 73% of students reported that they felt safe in school in 21-22, a 12% drop from 20-21 average.</li> <li>● 70% of students reported they feel respected by adults and peers. A lack of respect was also echoed during our student interview process.</li> <li>● Students need to feel safe, respected, and supported if they are to attain our vision of "Together, we achieve success".</li> <li>● Our chronic absenteeism rate for 21-22 was 24%</li> </ul>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Every faculty/staff member will incorporate community building activities into their curriculum</b></p>	<ul style="list-style-type: none"> <li>- A professional learning team will be created to focus on this strategy - the team will meet monthly and headed by instructional leaders</li> <li>- Circle support by providing bi-monthly PD, share outs at faculty meetings, circle video, circle modeling (DP or faculty meetings)</li> </ul>	<ul style="list-style-type: none"> <li>- Student interview feedback (3x per year - Fall-Winter-Spring)</li> <li>- Student Survey (2x per year - Fall and Spring) questions:                      "I feel supported academically and socially at school"                      "I feel respected by both my peers and adults at DMS"                      "I feel safe at school"</li> </ul>	<ul style="list-style-type: none"> <li>- Money to purchase resources for the PLT and staff as whole</li> <li>- Funds to register teachers in PD associated with this strategy</li> </ul>
<p><b>Implement a Multi-Tiered System of Support for Attendance</b></p>	<ul style="list-style-type: none"> <li>- Guidance, team leaders, and our Dean will refine and improve a MTSS for attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Improved attendance rates (above 95%) and decreased chronic absenteeism rate (less than 10%) - monitored weekly</li> <li>- Student interview feedback (2x per year - Fall and Spring)</li> </ul>	<p>Funding for Dean position</p> <p>Team attendance incentive</p>

Commitment 1

		- Student survey question (2x per year - Fall and Spring): "I like coming to school most days"	
<b>The Draper Dean will increase Restorative Justice dispositions into the Draper discipline system</b>	<ul style="list-style-type: none"> <li>- The Draper Dean will facilitate repairing harm circles when students are in conflict.</li> <li>- The Dean will facilitate restorative conferences between student and teacher when metaphorical harm has been done in the classroom. These meetings will occur in a prompt fashion with the goal of taking place prior to the student re-entering that specific class.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in restorative justice disposition percentage by 5% in the discipline system for 22-23</li> <li>-Staff survey question (2x per year - Fall and Spring) : "I regularly utilize restorative practices in my classroom"</li> </ul>	PD & Coaching for Dean
<b>Staff will facilitate community circles during the school year for parents</b>	<ul style="list-style-type: none"> <li>- Trained circle facilitators will run a minimum 2 circles, Fall &amp; Spring, potentially divided up by grade level</li> <li>- The circle may involve a theme and expert (ex. social media)</li> <li>- A babysitting room will be offered</li> </ul>	<ul style="list-style-type: none"> <li>-Feedback from parent circles (2x per year)</li> <li>-Parent survey question (2x per year - Fall and Spring) : "The staff at Draper take effective measures to ensure the safety of students." "My child feels safe, respected, and supported at Draper"</li> </ul>	<p>Funding for community circle facilitators</p> <p>Funding to pay for student babysitters and potential guest speakers.</p>
<b>Increase Student Voice</b>	<ul style="list-style-type: none"> <li>- Draper student representatives will present a building update to the BOE once a month at the public instructional meeting</li> <li>- Student reps will be added to our Building Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>-Student attendance at BOE meetings and BLT</li> <li>-Increased participation in extracurriculars. Monitored by counselors throughout the year.</li> </ul>	-\$10k for participatory budgeting initiative

Commitment 1

	<ul style="list-style-type: none"> <li>- Students will use real voting machines and produce videos for our student council election and participatory budgeting initiative</li> <li>- Students will be given the opportunity to brainstorm new clubs that faculty could supervise</li> </ul>	-Student survey question (2x per year - Fall and Spring) : “DMS offers after school activities that interest me”	
<b>STAR Block 1-2 Focus on Attendance</b>	<ul style="list-style-type: none"> <li>- Our staff in the student turn around room who work block 1-2 will mentor our check in on our students with significant attendance concerns</li> </ul>	-Chronic absenteeism below 10%	- Funding for STAR supervision

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel supported academically and socially at school. I feel safe at school. I feel respected by both peers and adults at school. I like coming to school on most days	90% of student population will “agree” or “strongly agree”
<b>Staff Survey</b>	I recognize students when they improve academically. I recommend students for the academic supports that are provided at Draper. I regularly incorporate community building into my lessons.	90% will “agree” or “strongly agree”
<b>Family Survey</b>	The staff at Draper really care about my child. My child feels safe, respected and supported at school.	90% will “agree” or “strongly agree”

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 1

Increase in Draper student percentile rank in the following Holistic Student Assessment (HSA) categories: Trust (49th %ile in 21-22), Relationships w/ Adults (49th), Empathy (55th), and Emotion Control (57th).

Improved 3-8 Math, Science, and ELA scores: Increase the percentage of students scoring at a level 3 or 4 by 5 % for the 22-23 school year.

Attendance rates above 95% for all grade levels. Chronic absenteeism rate below 10%.

Restorative Justice disposition increase by 5% compared to 21-22 (13%)

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to educating the whole child to foster <u>connectedness</u>, <u>belonging</u>, and <u>hope</u>.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Optimism continues to be the Holistic Student Assessment where our students score the lowest in</li> <li>● This commitment is very similar to one of the aspirations in "How Learning Happens"</li> <li>● This commitment nests within a district culture goal - "Continue to enhance social emotional support systems and programs for students"</li> <li>● Fostering community and belonging is more important than ever, as factions within our society seem to drift further apart</li> <li>● Our male students appear to be struggling the most with behavior. They earned twice the number of referrals and suspensions when compared to females.</li> </ul>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Every faculty/staff member will incorporate SEL &amp; Optimism focused activities into their curriculum</b></p>	<ul style="list-style-type: none"> <li>- Staff will utilize SEL/Optimism building strategies throughout the school year via a interactive resource repository created by our SEL committee</li> <li>- Staff will create a “Hope Wall” or “Hope Door” - It will be decorated with their college pennant and have a monthly theme. For example “The hardest class I took in school was...”, or “When I was your age, I wanted to be...”.</li> <li>-A professional learning team will be devoted to seeing this strategy through, and will meet monthly to action plan</li> </ul>	<ul style="list-style-type: none"> <li>- Student survey question (2x per year - Fall and Spring) : “I am hopeful for my future” “I feel like I belong at school” “My teachers and counselors really care about me”</li> <li>- Feedback on SEL implementation through google form</li> </ul>	<ul style="list-style-type: none"> <li>- Summer curriculum time for SEL committee &amp; PLT planning</li> <li>- Funding for SEL resources and PD</li> </ul>
<p><b>Strong Links Advisory Program for Boys</b></p>	<ul style="list-style-type: none"> <li>- A 7th grade teacher will provide a 15 class (40 min) “Strong Links” curriculum to 7th grade boys during advisory time</li> <li>- The course will focus on community, problem solving, conflict resolution, and empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Decreased referrals and suspensions for 7th grade boys</li> </ul>	<ul style="list-style-type: none"> <li>- Summer curriculum days for SS team</li> <li>- Partnership w/ Sweethearts &amp; Heroes, and PEAR</li> <li>- .1 FTE for Strong Links teacher</li> </ul>

Commitment 2

<p><b>“Mini-meetings” w/ students &amp; teachers</b></p>	<ul style="list-style-type: none"> <li>-Teachers will select students to talk 1:1 with to get to know them and document it on the previously created spreadsheet</li> <li>-All students will participate</li> <li>-Mid year check ins</li> </ul>	<ul style="list-style-type: none"> <li>-Student survey question (2x per year - Fall and Spring) : “I feel like my teachers know the real me”</li> </ul>	
<p><b>Every Draper Student will participate in at least one extracurricular activity (club, intramurals, mod sports).</b></p>	<ul style="list-style-type: none"> <li>- Continue to create new clubs at Draper for 22-23 as students express interest.</li> <li>- Club interest survey provided to students in September</li> <li>- New faculty advisor and clubs to match student interest</li> <li>- “Club Week/Spirit Week” in October</li> <li>- Club advertisement video sent to parents/students in September</li> <li>- Club sign ups monitored by BLT (2x per year - Fall and Spring) - follow up by counselors</li> <li>- Create a club fair for incoming 5th graders to be presented at 5th grade parent night and the 5th grade visit to Draper in June</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in optimism score on 22-23 admin of holistic student assessment</li> <li>- As near to 100% participation in extracurriculars by the end of October</li> <li>- Student survey question (2x per year - Fall and Spring) : “DMS offers after school activities that interest me”</li> </ul>	<ul style="list-style-type: none"> <li>- Stipend for club advisors</li> </ul>

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel like I belong in school  The school offers after school activities (clubs, intramural sports, etc) that interest me  I am hopeful for my future	90% or greater agree or strongly agree
<b>Staff Survey</b>	I regularly incorporate the themes of community building, social emotional learning, and growth mindset into my instruction.  I recognize the importance of students connecting to Draper outside of the regular school day and actively promote extracurricular opportunities	90% or greater agree or strongly agree
<b>Family Survey</b>	The staff at Draper really care about my child  My child is connected to Draper beyond the regular school day  My child is hopeful for his or her future	90% or greater agree or strongly agree

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

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

## Commitment 2

Increase in Draper student percentile rank in the following HSA categories: Optimism (42nd %ile in 21-22), Relationship with Adults (48th), School Bonding (50th), and Relationships with Peers (54th).

10% decrease in referrals and suspensions per student for grade 7 boys compared to a 5 year average.

Increased recorded participation in extracurriculars, modified/intramural sports. Goal of 90% of students staying after at least one a week on average.

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to providing learning experiences that are <u>relevant</u> and <u>engaging</u> for all students.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our student survey questions from 21-22 with the lowest positive response rate were: "The things I'm learning at school are important to me" (73 %), and "My teachers often connect what I am learning to life outside of the classroom" (65%)</p> <p>In our equity reflection we identified a priority area:</p> <ul style="list-style-type: none"> <li>● Use resources written and developed by racially, culturally, and linguistically diverse perspectives.</li> </ul> <p>As the Mohonasen community continues to diversify, ensuring that "every child can see themselves reflected in teachers, leaders, curriculum and learning materials," will require faculty and staff to learn more about our students and their interests. We must also engage all students with skills and concepts they are interested in, and those that provide moderate challenge. Doing this will put students in a much better position to achieve success.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Professional Learning Teams (PLT)</b></p>	<p>Choice-driven study and reflective exercises for staff that includes options to focus on student connection and engagement.</p>	<p>Each PLT will “jigsaw” their findings and reflection about best practices to the entire staff.</p> <p>Student Survey Questions (2x per year - Fall and Spring) :                      “The things I’m learning at school are important to me”                      “My teachers often connect what I am learning to life outside the classroom”</p>	<p>*funding for texts/materials needed for each PLT                      *monthly meeting time for each PLT</p>
<p><b>Grade 7 Choice Unit</b></p>	<p>Students will self select text with authors from racially, culturally, and linguistically diverse perspectives. Students participate in the creation of their academic and social goals and monitor their own progress through the unit through the use of an ongoing journal.</p>	<p>Student and staff survey at beginning, middle, and end of unit.</p>	<p>*2 Summer Curriculum and additional release time (as needed) for teachers to plan, implement, and reflect on the unit for Spring Semester.</p>
<p><b>CSI Instructional Coach</b></p>	<p>The Instructional Coach (IC) will provide non-evaluative coaching throughout the</p>	<p>Data will be collected by the IC throughout the</p>	<p>*3 summer curriculum days</p>



Commitment 3

	<p>school year. The IC will collaborate with building administration to create a coaching plan of action and a tool to measure the impact of the coaching sessions. The IC will also lead a Professional Learning Team (PLT) that will focus on teaching best practices, as well as offer professional development opportunities to the faculty throughout the school year.</p>	<p>coaching process. Tangible and observable improvements in teaching will be documented.</p>	<p>* Participation in “coach the coach” sessions offered through NYSED  <i>*Read Taking the Lead: New Roles for Teacher and School-based Coaches</i></p>
<p><b>Bring Your Best Days</b></p>	<p>Incentive days for students to participate in STEM activities, collaborative problem-solving, and real life application of skills. These days will also be used to standardize our IXL Math and STAR Reading administrations.</p>	<p>Successful attempts/completion of BYBD challenges. Track attendance over the course of the year.</p>	<p>*half days three PD days during school year            *modified schedule for activities and assessments</p>
<p><b>Improve Collective Efficacy of the Leadership Team Through PD</b></p>	<p>The BLT and admin team will be provided the opportunity to participate in professional development and attend conferences to improve their ability to lead and coach faculty.</p>	<p>Participation in PD and conference attendance.</p>	<p>Funding for PD, conferences, and coaches</p>

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	The things I'm learning in school are important to me  My teachers often connect what I am learning to life outside the classroom  I see people of many races, cultures, religions, and genders represented in what I learn at school  I feel like my teacher knows the real me	90% or better agree or strongly agree
<b>Staff Survey</b>	The school makes sure all students can experience success.  I have the resources and strategies to engage my students with relevant skills and topics	90% or better agree or strongly agree
<b>Family Survey</b>	My child is regularly challenged to do his or her best at Draper, and grow academically	90% or better agree or strongly agree

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 3

Improved 3-8 Math, Science, and ELA scores: Increase the percentage of students scoring at a level 3 or 4 by 5 % for the 22-23 school year.

Improved STAR reading and IXL Math results. Each grade level will increase the percentage of students who are at or above grade level by 5% compared to Spring 2022 by the end of the 2022-2023 school year.

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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Restorative Justice</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	All 3 commitments should be supported by our continued emphasis on restorative practices. Incorporating restorative justice into classrooms and the building as a whole should improve

Commitment 3

	<p>relationships and school climate. Students will feel safe, respected, and supported due to the fact they RJ affords them the opportunity to be heard and collaboratively problem solve with adults. Strengthening the above school factors will help students come to school ready to learn and engage, and improve academic outcomes.</p>
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### Commitment 3

#### 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</b>	

Commitment 3

**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
Rick Arket	Principal
Alyssa Zito	Assistant Principal
Erin Degnan	Dean of Students
Mendy Varga	Parent
<b>Melissa Gallione</b>	Parent
<b>Kim Coehlo</b>	Teacher
<b>Faith Faas</b>	Teacher
<b>Jenna Niles</b>	Teacher
<b>Josh Whipple</b>	Teacher
<b>Erika Pangburn</b>	Teacher
<b>Bill VanWie</b>	Teacher
<b>Danielle Grainer</b>	Teacher
<b>Kelly Fahrenopf</b>	Teacher
<b>Steve Blais</b>	Teacher
<b>MaryAnn Nickloy</b>	Teacher
<b>Maureen Geagan</b>	Teacher
<b>Kyra Grimsley</b>	Counselor
<b>Matt Hubbell</b>	Academic Admin
<b>Katie Lossi</b>	Academic Admin

## 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>			<i>x</i>	<i>x</i>		
5/11/22			X	X		
5/12/22	X					
5/18/22		X				
5/25/22			X	X	X	
6/1/22			X	X	X	
6/8/22			X	X	X	



## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

Our community circle facilitators ran student circles in each grade level periodically throughout the year. Their last meeting focused on how we can improve the student experience through our sciep planning. The students identified the following areas as key to the sciep:

- Creating more engaging and relevant curriculum
- Creating more flexibility, movement, and brain breaks in our block schedule
- Being consistent and equitable in our approach to students who violate the code of conduct

### Equity Self-Reflection

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

Completing the equity self reflection allowed our BLT members the chance to see the progress made in 21-22. For example, incorporating the novel choice unit in grade 8 this year was a huge step forward. Through the equity reflection we identified 3 action items for 22-23:

- Increase student voice - Increase student participation in building and district level feedback events (BLT, BOE)
- Increase parent voice - Parent community circlces
- Increase student choice of diverse perspectives - Gr 7 ELA choice unit

## 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.