



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Salmon River School District	Salmon River Middle School	6-8

Collaboratively Developed By:

Delete the red text upon completion.

The Salmon River Middle School SCEP Development Team

- **Tammy Russell, Principal**
- **Melissa Childs, Assistant Principal**
- **Mary-Ann Post, Instructional Support**
- **Michelle Oakes, Library Media Specialist**
- **Terri Swamp, Dean of Students**
- **Kay-Lynn Bickford, Teacher**
- **Melissa Miller, Instructional Support**
- **Breanne Herne, Ombudsman**
- **Kateri Pyke, Parent**
- **Stephanie Ransom, Parent**

And in partnership with the staff, students, and families of Salmon River 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 and Strategies

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

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

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

Resources for the Team

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

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

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensuring that every child in the Middle School has strong, trusting relationships with adults and their peers.</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>During the COVID-19 crisis, many of our students have been isolated. During the 2020-2021 school year, our students participated in a hybrid or remote model, which led to fewer social interactions between students, their teachers, and their peers. Through our interviews with students, many indicated that they felt a sense of loneliness, were excited to go back to school in-person, and missed extra-curricular activities. When we completed the Equity Self-Reflection, we discussed the need for students to have opportunities to build strong connections with their teachers and their peers, especially during this coming school year after the isolation they have encountered.</p> <p>Our school values celebrating individuality and providing a supportive learning environment to our students. Through this commitment, we plan to build deep, caring relationships with every one of the children in our school. This year, we will prioritize developing and restoring connections with students.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide opportunities for students to engage with their teachers, community, and among themselves.</p>	<p>Provide a two-day Student Professional Development event where students will participate in collaborative mini-sessions geared toward targeted topics that will be essential for success within an in-person learning model.</p> <p>Half-day Student Professional Development events during the school year (October 21, March 17) to review key expectations and provide culture-building, collaborative activities.</p> <p>Host a Wellness/Career day event for students to build their self-efficacy and social skills.</p> <p>Student-Run Workshops to inform parents on SchoolTool to provide a quick parent guide on how to use email, attendance, grades, and discipline of their child.</p>	<p>Feedback surveys will be used after each activity that include questions regarding their feelings of connection and relationships within the school.</p>	<p>Funds will be used for supplies and materials for these activities. Time will be provided for the Student Professional Development and Wellness/Career events.</p>
<p>Provide after-school activities for students to</p>	<p>Offer numerous after-school activities that include a variety of interests.</p>	<p>Student participation in extracurricular activities will be</p>	<p>Use of funds to pay staff to organize and</p>

Commitment 1

<p>participate in to develop deeper connections with the school community.</p>	<p>Develop an explicit plan to recruit students who are struggling with attendance, social-emotional well-being, or academics.</p>	<p>documented and analyzed throughout the school year.</p>	<p>lead after-school groups, and to purchase supplies and materials. Bus transportation and snacks for after-school students will also be provided.</p>
<p>Group activities within classrooms.</p>	<p>Group work will be prioritized in classrooms and supported through training provided by the instructional coaches.</p> <p>Teachers will collaborate in grade-level and department meetings to develop opportunities for group work and student discussions within their lessons.</p>	<p>During the first half of the school year, walkthrough data will indicate that 70% of informal walkthroughs will have at least one opportunity for students to speak/work with one another.</p> <p>The school leader will monitor Week at a Glance Lesson Plan documents to ensure that they contain opportunities for students to work together within their lessons.</p>	<p>Common planning time will be provided for grade levels to collaborate on cross-curricular activities and to discuss group activity ideas. Time is provided for department meetings to collaborate and for the instructional coaches to work with the teachers in this area.</p>
<p>Administer Behavior Intervention Monitoring Assessment System (BIMAS) diagnostics and utilize data to provide supports to students in need.</p>	<p>Administer BIMAS diagnostics three times throughout the school year (Fall, Winter, Spring).</p> <p>A team will analyze data from each of the three diagnostics to determine patterns and identify students in need.</p> <p>Structures and systems will be developed to reach students who have been identified as needing additional support.</p>	<p>Behavior Intervention Monitoring Assessment System (BIMAS) data: Percentage of students at the “Level of Concern” in the Social category will decrease by 5% from the Fall to the Spring administration.</p>	<p>Individuals will be needed to analyze the BIMAS data, to participate on a team to develop structures and systems to support students in need, and to serve as mentors to identified students.</p>

Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	In class, we often work with partners, or in groups.	31.3%
	Teachers provide time for students to discuss topics and learn from each other.	67.0%
	My teachers are available to meet or talk for extra help.	88.3%
	My teachers care about me.	75.0%
	I feel welcomed and part of my school.	73.0%
Staff Survey	Our students have people to “go to” for discussing problems and concerns.	94.4%
	Our staff works together to support student social-emotional well-being.	100%
Family Survey	If my child(ren) has a problem, people are there to help.	79.9%
	Teachers understand when my child(ren) has problems.	55.6%
		84.6%

Commitment 1

	Teachers tell my child(ren) they believe that they (students) will succeed.	
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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 2021-22 school year.
Feedback surveys will indicate that there is a 10% increase in students' positive perceptions of their connection and relationships within the school when comparing Fall and Spring survey data.
50% of students will sign up for at least one extracurricular activity throughout the school year.
Walkthrough data will indicate that 85% of informal walkthroughs will have at least one opportunity for students to speak/work with one another.
Behavior Intervention Monitoring Assessment System (BIMAS) data: Percentage of students at the "Level of Concern" in the Social category will decrease by 5% from the Fall to the Spring administration.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to implementing Restorative Practices to build a strong school community and to promote healthy relationships among educators and students in order to teach the social-emotional and conflict-resolution skills necessary to reduce conflict.</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 COVID-19 crisis led to many students having a chaotic, untypical school year. Our students participated in a hybrid or a remote learning model throughout the 2020-2021 school year, causing an interruption in the routines, rituals, and expectations that they were used to in the school setting. Through our interviews with students, many indicated that they were nervous for the year to come and that their relationships with their peers had changed throughout the pandemic. Through completing the Equity Self-Reflection, the SCEP Development Committee also discussed a need for a safe place for students to be able to share their concerns, as well as opportunities to reteach students the everyday routines and expectations of the school and classroom environments.</p> <p>Due to our schools' strong belief in providing a safe, supportive learning environment, the SCEP Development team believes that implementing Restorative Practices will greatly enhance our school culture. We plan to implement community-building circles, shift to a restorative approach to student behavior incidents, create a safe space for students, and provide professional development for all staff on Restorative Practices.</p>

Commitment 2

Follow-up interview data will indicate that students who have had disciplinary issues have successfully reintegrated into their classroom environment.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development on Restorative Practices	<p>Opportunities for staff will be provided at the beginning of the school year to develop a common understanding of why restorative practices are being implemented.</p> <p>Regular and ongoing training for staff will take place regarding restorative practices.</p> <p>Ongoing training is made available to students and family members to promote an understanding of the vision and use of common language.</p>	Surveys after each restorative practice training, including staff, student, and family stakeholders will take place.	Time for professional development opportunities for staff, students, and families regarding restorative practices.
Community-Building Circles	<p>Teachers will pilot the use of community-building circles at the beginning of classes to build a sense of community and connection.</p> <p>Community-building circles will be used at the beginning of staff and grade-level</p>	Verbal participation rates for student and staff community-building circles will increase to 50% by January 2022 and 60% by June 2022.	Teachers will be needed to pilot community-building circles in their classrooms and are willing to serve as models to other

Commitment 2

	meetings to build a strong school climate, provide a clear understanding of how restorative circles can be used, and to increase staff buy-in.		teachers. School leaders and instructional coaches will facilitate staff community-building circles.
Shift from Punitive to Restorative Approaches to Behavior Incidents	<p>The school-wide Discipline Matrix will be reconfigured to incorporate restorative practices.</p> <p>Challenging behavior will be met with a restorative approach, requiring students to reflect, have empathy, and take action to make things right.</p> <p>A system will be developed and utilized to reintegrate students who have had a disciplinary issue back into the classroom through repairing harm and restoring relationships.</p>	Follow-up interview data will indicate that students who have had disciplinary issues have successfully reintegrated into their classroom environment.	A team will need to be created to reconfigure the Discipline Matrix. Time and resources will be needed to provide staff with an understanding of restorative approaches.
Safe space	<p>The development of an environment that provides students of all cultural identities (race, ethnicity, age, gender, sexual orientation, disability, language, religion, and socio-economic background) opportunities to share their thoughts, challenges, viewpoints, and ideas.</p> <p>The use of the Holistic Life Foundation to provide an area of the school that students can go to where their perspectives and differences are affirmed and valued.</p>	Rates of attendance and participation in the safe space environment will be recorded and reviewed each month.	Members of the Holistic Life Foundation and a room to host the Safe Space will be needed.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Classroom issues/problems are handled well within the classrooms.	76.9%
	Students are welcomed back into the classroom after being disciplined.	55.4%
	This school helps students learn how to solve problems among themselves.	68.4%
	This school helps students learn how their actions affect other people.	68.4%
	This school helps students learn how to make things better when they do something wrong.	65.1%
Staff Survey	Classroom issues/problems are handled well within the classrooms.	77.4%
	Students are welcomed back into the classroom after being disciplined.	100%
	This school helps students learn how to solve problems among themselves.	74.0%

Commitment 2

	This school helps students learn how to make things better when they do something wrong.	70.6%
	Students in our school take responsibility for their actions.	31.9%
Family Survey	Students are welcomed back into the classroom after being disciplined.	88.0%
	Classroom issues/problems are handled well within the classrooms.	75.4%
	This school helps students learn how to solve problems among themselves.	59.3%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
Staff, student, and family surveys will indicate an increased level of understanding of restorative practices from fall to spring.
Verbal participation rates for student and staff community-building circles will increase to 60% by June 2022.
Follow-up interview data will indicate that students who have had disciplinary issues have successfully reintegrated into their classroom environment.
Rates of attendance and participation in the safe space environment will increase by 10% from the beginning to the end of the school year.

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 2021-22?</p>	<p>We commit to strengthening our ability to provide/implement a cohesive, relevant curriculum and instruction to our students.</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>Within the upcoming 2021-2022 school year, we plan to create student-centered learning environments and provide a curriculum that is relevant and meaningful, affirms our students' differing identities, fosters positive academic outcomes, and develops their abilities to connect across lines of difference. Through our interviews with students, many shared that they wanted a school environment where they can be themselves and where their skills and differences are celebrated. When completing the Equity Self-Reflection, our team felt that we could improve on incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities, as well as including them as co-designers of the curriculum.</p> <p>Our district's mission statement is, "The Salmon River School District values academic achievement, cultural diversity, and celebrates individuality within a safe, supportive learning environment." Through this commitment, we plan to provide extensive professional development on culturally responsive practices, give staff time and resources to collaborate vertically and horizontally regarding their curriculum and teaching practices, increase our culturally relevant materials, and conduct a survey to ensure that students have an opportunity to share their perceptions on affirming cultural identity.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development on Culturally Responsive Practices	<p>All staff will receive training throughout the year on the NYSED's Culturally-Responsive Sustaining Education Framework, which includes four key principles: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning.</p> <p>Staff will be provided opportunities to receive trainings on topics related to diversity, equity, and inclusion, such as critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, etc.</p>	<p>Staff responses on surveys will be analyzed to determine their understanding and application of culturally-responsive practices in their classrooms.</p> <p>Participation rates in staff trainings on diversity, equity, and inclusion will be recorded throughout the school year.</p>	Individuals will be needed to provide Professional Development on NYSED's Culturally-Responsive Sustaining Education Framework. Use of funds will be used to pay staff who participate in culturally responsive trainings.
Vertical and Horizontal Collaboration	<p>Regular opportunities for teachers within each department to share strategies that work for their students.</p> <p>A focus on developing a clear scope and sequence for each content area that aligns to state exams.</p>	Teachers are connecting with colleagues in their department and grade level regularly, beginning in September, to share strategies, resources, and	Time will be needed for teachers to collaborate with their departments and grade level colleagues. Guidance will be provided from the Instructional

Commitment 3

	<p>Consultant to guide continued development and implementation of Readers and Writers Workshop.</p> <p>Grade-level teams will align structures and instructional strategies during weekly grade-level meetings with the assistance of the instructional coach.</p>	<p>mnemonic devices students are using.</p> <p>Common strategies are used across classrooms and are monitored by the school leaders.</p>	<p>Coaches in developing a scope and sequence, as well as analysis of student writing.</p>
<p>Increasing culturally relevant curricular materials</p>	<p>In the beginning of the school year, teachers have an opportunity to discuss how, what, and whom individuals read shapes their perspectives and their learning.</p> <p>Student books that include a variety of authors, characters, and viewpoints will be ordered to enhance classroom libraries.</p>	<p>Student books that include a variety of authors, characters and viewpoints will be ordered for classroom libraries by October and will be in the hands of students by November.</p>	<p>Funding to purchase additional culturally relevant curricular materials will be needed.</p>
<p>PERTS Survey</p>	<p>A group of teachers will pilot the use of the PERTS Co-Pilot Elevate Survey and ask their students monthly to complete the survey. Included will be three questions related to “Affirming Cultural Identity”:</p> <ul style="list-style-type: none"> • Over the past month, I have felt proud of who I am and my background in this class. • Over the past month, I've learned new things about my culture and/or community in this class. • Over the past month, I've had the chance to learn about the culture of others in this class. 	<p>The PERTS survey and associated resources will provide helpful feedback to staff. Staff will see a positive trajectory with each of the questions related to “Affirming Cultural Identity.”</p> <p>After several months, the principal and teachers piloting PERTS survey will consider ways to expand the survey beyond the pilot group.</p>	<p>Individuals will be needed to volunteer to pilot the use of the PERTS survey in their classrooms.</p> <p>Pilot teachers will need time during class each month for students to complete the PERTS survey.</p> <p>Pilot teachers and groups of students will need time to have a 15-minute dialogue</p>

Commitment 3

	<p>The pilot group teachers will share results of the survey with students and provide time for a dialogue to share insights.</p> <p>The pilot group will pursue the suggested Co-Pilot Elevate strategies throughout the year.</p>	<p>A second group of staff will be identified to offer the survey during the 2022-2023 school year.</p>	<p>about the results of the survey each month.</p>
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End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>All students are treated the same, regardless of family background/ethnicity.</p> <p>At this school, we talk about the importance of understanding and accepting each other.</p> <p>We have activities and events that help us to understand each other and work together.</p>	<p>77.6%</p> <p>66.7%</p> <p>68.2%</p>
Staff Survey	<p>All students are treated the same, regardless of family background/ethnicity.</p> <p>At this school, we talk about the importance of understanding and accepting each other.</p>	<p>92.2%</p> <p>100%</p>
Family Survey	<p>All students are treated the same, regardless of family background/ethnicity.</p>	<p>68.8%</p>

Commitment 3

	We have activities and events that help a diverse group of staff, students and families to understand each other and work together.	69.7%
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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 2021-22 school year.
By the end of the school year, staff responses on surveys will indicate an increased understanding and application of culturally-responsive practices in their classrooms.
High participation rates in staff trainings on diversity, equity, and inclusion.
Department and grade level meeting minutes will provide evidence that staff have regularly shared strategies, resources, and mnemonic devices students are using.
School leader walkthrough data will indicate that an increased use of common strategies are used across classrooms throughout the school year.
Student books that include a variety of authors, characters and viewpoints will be used by students multiple times in the school year.
Staff will see a positive trajectory throughout the school year on each of the questions related to “Affirming Cultural Identity” on the PERTS Survey.
In 2021-2022, our School-level ELA State Test Measure of Interim Progress (MIP) will increase to 77.3.
In 2021-2022, our School-level Math State Test Measure of Interim Progress (MIP) will increase to 70.
In 2021-2022, the state Science test results will increase to 50% of students tested to be proficient.
On the Spring 2022 ELA IReady Diagnostic, the percentage of students in tier 3 will decrease to 52.3%.
On the Spring 2022 Math IReady Diagnostic, the percentage of students in tier 3 will decrease to 48.4%

Commitment 3

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.

X 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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: Strong, Trusting Relationships <ul style="list-style-type: none"> • Training by the instructional coaches will be provided to teachers in the area of incorporating group activities and student collaboration within classrooms. The instructional coaches will work with grade-level teams, departments, and individual teachers to enhance instructional skills in this area. Commitment 2: Restorative Practices

Evidence-Based Intervention

	<ul style="list-style-type: none"> • Instructional coaches will work with school leaders to facilitate staff community-building circles. By guiding staff through this restorative practice, it will build a deeper sense of community among staff, as well as developing an understanding of how community-building circles can be used with students. <p>Commitment 3: Cohesive, Relevant Curriculum</p> <ul style="list-style-type: none"> • The instructional coaches will be a part of the Professional Development that will be provided to staff in regards to NYSED’s Culturally-Responsive Sustaining Education Framework. They will also assist grade-level teams to align their structures and instructional strategies during grade-level meetings.
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Clearinghouse-Identified

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

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

Evidence-Based Intervention

- 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 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
Tammy Russell	Principal
Melissa Childs	Assistant Principal
Mary-Ann Post	Instructional Support
Michelle Oakes	Librarian
Terri Swamp	Dean of Students
Kay-Lynn Bickford	Teacher
Breanne Herne	Ombudsman
Melissa Miller	Instructional Support
Kateri Pyke	Parent
Stephanie Ransom	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/4/2021		X				
5/11/2021	X					
5/17/2021	X					
6/8/2021			X	X		
6/17/2021				X	X	
7/8/2021					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

The SCEP Development Committee generated multiple sets of questions to interview students on numerous topics in order to collect student ideas and insight to use in the development of the SCEP.

- The first set of interview questions focused on Navigating the Pandemic. These questions focused on the mental, physical, and emotional well-being of the students. Students were able to discuss the challenges that they faced within the last year, as well as what they have learned. Through these interviews, many students shared how their relationships and connections to their peers and teachers suffered during the pandemic. They shared a desire for connection and opportunities to rebuild their relationships in this coming school year. Due to these student insights, the first commitment was developed, which is centered around providing opportunities for students to build strong, trusting relationships with adults and their peers.
- The second set of interview questions were developed in regards to student engagement. In these interviews, students were able to share their experiences in virtual and in-person classes in our school. Many students shared that they enjoyed opportunities that the school has provided in the past that allowed them to have choices within their learning activities and the topics that they focused on. Due to these interview findings, the SCEP Development Committee included the focus on enhancing teachers' skills in building a cohesive, relevant curriculum in commitment 3.
- The focus of the third set of interviews was centered around student social-emotional well-being. For these interviews, the SCEP Development Committee wanted to ensure that all students were represented, so we selected students from multiple sub-groups, including students with different racial backgrounds, gender identities, academic performance history, and behavioral and attendance backgrounds. These questions encompassed student fears for next school year, ideas of what could be improved in their school experiences, and their visions of safe spaces in the school. Based on their answers, the strategies identified for commitment 2 were developed, including restorative practices, community-building circles, and the creation of a safe space.

Equity Self-Reflection

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

Commitment 1: Strong, Trusting Relationships

- When discussing the principle of a Welcoming and Affirming Environment, the SCEP Development Committee felt that our school does a nice job creating an environment of respect, prioritizing student social-emotional well-being, and building strong relationships with each student. However, through our discussions, we decided that we still wanted to focus on deepening students' relationships with their teachers and peers due to the past year bringing so much student isolation and overwhelm for so many. This led to the focus on relationship-building in Commitment 1.

Commitment 2: Restorative Practices

- Through our discussion regarding the principle of High Expectations and Rigorous Instruction, the SCEP Development Committee discussed a need for a safe, inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and other differentiators. The teams shared ideas and developed questions to ask students regarding a safe space in the school, as well. Ultimately, these discussions led to us deciding to create a safe space as a strategy within Commitment 2.

Commitment 3: Cohesive, Relevant Curriculum

- When having a conversation about the principle of an Inclusive Curriculum and Assessment, the Committee felt that our school is emerging in many of the practices. The team felt that we could do a better job of incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities. From this discussion, Commitment 3 was developed to focus on a cohesive, relevant curriculum.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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

Submission Instructions

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

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.