



School Comprehensive Education Plan 2022-23

| District | School Name | Grades Served |
|--|---------------------|---------------|
| Scotia-Glenville Central School District | Scotia-Glenville MS | 6-8 |

Collaboratively Developed By:

The Scotia-Glenville Middle School SCEP Development Team

Robert Cosmer: Principal Middle School

Megan Johnson: AH Science

Susan Vachris: AH ELA & Social Studies

Mark McCarthy: AH Mathematics

Anthony Peconie: Academic Administrator PPS

Christine Nofri: Assistant Principal Middle School

Mackenzie Wetzel: Guidance Counselor

Elizabeth Foley: Special Education Teacher

Carrie Wattie: Special Education Teacher

Kelly Gingrich: Teacher, 7th Grade ELA

Kevin McCann: Teacher 7th & 8th Grade Social Studies

Jose Benitez Sr.: Parent

Melissa Acosta: Parent

And in partnership with the staff, students, and families of Scotia-Glenville 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

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 1

Our Commitment

| | |
|--|--|
| <p>What is one commitment we will promote for 2022-23?</p> | <p>We commit to providing an environment where every child and staff member feels safe, respected, supported and feels a true sense of belonging. Every child and staff member will have strong, trusting relationships.</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>Our school is proud of the work we do to create a nurturing environment where everyone is encouraged to learn and grow. We offer a unique and welcoming experience in our school for all students and staff members and believe in the partnerships with our community to enhance this experience.</p> <p>With students and staff returning to school we recognize the need to plan for opportunities to address the social emotional needs. If we hold true to this commitment, we will ensure that every student and staff member feels supported, welcomed and secure as they return to our school in the fall and throughout the school year.</p> <p>When students and staff members have strong relationships, feel connected and valued, they are more apt to be successful in their academic pursuits and/or career.</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>Develop a system for students and staff to engage in social emotional skill building and community/relationship building.</p> | <p>Create period 9 enrichment opportunity for sixth graders to ensure time allotted for transition to middle school, SEL learning, and relationship building.</p> <p>Principal will meet with 6th grade staff to collectively come up with a vision for the period 9.</p> <p>Sixth grade teachers will develop a plan collaboratively with the administrative team for learning and activities that will be instrumental to transitioning 6th graders. These opportunities will include building community, relationships, a sense of belonging, and academic enrichment.</p> <p>Identify a consistent resource designed to support social emotional learning, relationship building and leadership training for students that will be used building wide.</p> <p>BLT team will create a plan for implementation of the chosen resource.</p> | <p>Quarterly reports from the teachers to the rest of the staff on the growth of students in SEL during faculty meetings. <i>(breakout sessions)</i></p> <p>Survey students and/or conduct student focus groups quarterly to determine growth and gather feedback.</p> <p>Increased daily attendance.</p> <p>Decreased number of chronically absent students.</p> <p>The resource will be identified and aligned with the goals of the strategy.</p> <p>Implementation plan will be created with a timeline for the 2023-24 school year.</p> | <p>Create a schedule to allow for transitional skill building for 6th Grade.</p> <p>Common planning time for 6th grade teachers to establish a learning plan for period 9.</p> <p>Schedule SEL share time quarterly in faculty meetings.</p> <p>Formation of a committee to investigate SEL programming at the Middle School (PBIS, Boomerang Project- WEB program, etc.)</p> <p>Purchase resource</p> <p>Funding for turnkey training.</p> |

Commitment 1

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|---|---|---|--|
| <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>Administrative and office team will investigate professional learning centered on book study for staff designed to provide strategies around building effective relationships with students.</p> <p>Share student focus group results with faculty.</p> | <p>At least 85% of students will report via survey response that they feel respected and valued by their teachers.</p> | <p>cost of books</p> |
| | <p>Re-establish a student mentoring program.</p> <p>The school will request staff volunteers to mentor student(s) based on need in areas of social-emotional, academic, and/or attendance.</p> | <p>Guidance counselors/principal will check-in with mentors/advisors quarterly to assess student progress.</p> | <p>Provide mentors with information/best practice to best assist mentees.</p> <p>Schedule quarterly check-ins.</p> |
| <p>Establish consistent and common language around behavior and expectations in middle school.</p> | <p>Develop a committee to identify key components of expectations for students and staff in the school community (<i>The Threads of our Tartan</i>).</p> <p>Committee will consider and/or use foundational common language established with Responsive Classroom.</p> <p>Committee will plan for communication and implementation of expectations, common language and opportunities for students to actively engage in learning those expectations.</p> | <p>Consistent expectations/ language will be visible in classrooms and unstructured areas of the school building.</p> <p>Behavior referrals will decrease by 5%.</p> <p>85% of students via survey will agree that: I feel like I am safe at Scotia-Glenville Middle School. I feel like students are respectful of each other at</p> | <p>Posters, Banners</p> <p>Schedule committee time</p> <p>Release time- sub pay</p> |

Commitment 1

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| <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>Scotia-Glenville Middle School.</p> | |
| <p>Provide support for parents.</p> | <p>Monthly PTA Meetings will include an opportunity for a Parent Q&A with Building Principal and Academic Heads. Remote attendance via Zoom, Google Meet, etc. available for parents that may not be able to make it to an in-person meeting.</p> <p>Identify and provide online resources for parents surrounding topics of Parent Portal, Social Media, Bullying Prevention, etc. to be made available and promoted to parents.</p> | <p>85% of parents and/or families will respond via survey that they feel that there are positive open lines of communication at Scotia-Glenville Middle School.</p> | <p>Mailings, School Messenger, SGMS Website.</p> <p>Schedule PTA with academic heads.</p> |
| <p>Leveraging Attendance</p> | <p>The Middle School Support Team will meet every two weeks with the School Resource Officer to compile data from Powerschool and robocall systems in order to identify and monitor students hitting chronic absenteeism threshold. Interventions will be planned to support those students.</p> <p>Interventions specific to anxiety & school avoidance such as Therapy Dog and Equine Therapy will be investigated by the Middle School Support Team and implemented where appropriate.</p> | <p>Attendance interventions for students will be tracked including positive postcards for improved attendance.</p> <p>2% increase in daily attendance</p> <p>Decreased number of students who are chronically absent.</p> | <p>Purchase service: Therapy Dogs International.</p> <p>Busing to Equine Therapy Facility.</p> <p>Release Time for Staff (Rotating)</p> <p>Funding for positive postcard interventions.</p> |

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|---|--|--|---|
| <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>Office team and Middle School Support Team will reestablish increased attendance recognition. Recognition will occur via Middle School Broadcasting Center and postcards to be mailed to families.</p> | | |
| <p>Create a more inclusive school community.</p> | <p>Special Education teachers and principal will begin a Best Buddies chapter at the Middle School. This would allow Special Education Students to have an opportunity to feel connected with our Scotia-Glenville school community in a space that is designed to accommodate their individual needs.</p> <p>Best Buddies will also provide all students with an opportunity to learn about and advocate for inclusion in our school, helping all students to feel as though Scotia-Glenville MS is a safe, welcoming place to be.</p> <p>A Best Buddies Lunch Bunch will allow students who perceive the cafeteria as an overstimulating place, as mentioned in student surveys, an opportunity to eat lunch in a less stressful environment with the goal of developing appropriate social skills and building friendships.</p> | <p>Survey results will show that all students feel they belong at Scotia-Glenville Middle School. The special education self contained subgroup will be highlighted in the data review for this survey question.</p> | <p>Funding for Best Buddy Start-Up.</p> <p>Staff scheduled to facilitate “Lunch Bunch(es)”</p> |

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> |
|-----------------------|---|---|
| Student Survey | I feel that I am heard and have a voice in decision making at Scotia-Glenville Middle School. I am valued and respected by my teachers at Scotia-Glenville Middle School. I feel like I am safe at Scotia-Glenville Middle School. I feel like students are respectful of each other at Scotia-Glenville Middle School. I feel like I belong at Scotia-Glenville Middle School. | 85% Agree |
| Staff Survey | I am provided with opportunities to help shape the culture/climate of SGMS in a positive direction. I feel that I have the opportunity to be heard and have a voice in decision making at Scotia-Glenville Middle School. I am valued and respected at Scotia-Glenville Middle School. | 85% Agree |
| Family Survey | I feel that there are positive open lines of communication at Scotia-Glenville Middle School. | 85% 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. |
| Chronic absenteeism will decrease by 5%. |
| 5% decrease in discipline referrals. |

COMMITMENT 2

Our Commitment

| | |
|--|---|
| <p>What is one commitment we will promote for 2022-23?</p> | <p>We commit to every child being engaged in meaningful learning that is relevant to them and meets their needs. Every child has the opportunity to drive and shape their own learning.</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>Our goal is to provide exceptional services and programming in an academically rich and nurturing environment in which everyone is encouraged to learn and grow. In prioritizing academic excellence, it is important that teachers are clear on the learning intentions, and are able to provide support to students who may need additional support. Students must also have clarity in learning intentions to ensure that they can self advocate for support and challenge themselves as well.</p> <p>As teachers build a habit of mind when pulling knowledge and skills out of priority learning standards, the more agile they are when responding to student needs by scaffolding the learning to meet the zone of proximal development. It is important in the upcoming year that we support effective practices designed to meet students where they are as we recognize the breadth of starting points that we will see as a result of the impacts the pandemic had on students, learning environments and families.</p> <p>Ensuring that we prioritize clarity of learning, multiple modes of access, strategies such as questioning to promote engagement, and foundation for self advocacy will help to create a learning environment that is supportive yet appropriately rigorous for our 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>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>Develop a vertically aligned and culturally responsive standards based curriculum with common assessments</p> | <p>The four core departments will create an internally accessed website to house teacher-created curriculum.</p> <p>All teachers within the same grade/subject will have access to the same resources.</p> <p>Teachers in the same department, but at different grade levels will access materials to ensure opportunities for scaffolding and access to prerequisite skills.</p> <p>Teachers from other content areas will view materials from adjacent departments for cross-curricular overlaps and opportunities.</p> <p>Teachers and academic heads will audit the vertical alignment of curriculum in the 4 core subject areas.</p> <p>Gaps in vertical alignment will be addressed with continued curriculum development in ELA, math science and social studies.</p> <p>Teachers will work with academic heads to unpack NYS assessment data to identify priority standards and areas of focus.</p> | <p>Established live website linked to curriculum materials.</p> <p>Cross curricular conversation by grade level.</p> <p>Vertical progression conversations by department.</p> <p>Priority or focus standards will be identified for each grade level 6-8.</p> <p>Curriculum documents will be completed for all four core content areas in grades 6-8.</p> | <p>Academic heads will build the site along with teachers</p> <p>Time during monthly department meetings</p> |

Commitment 2

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| <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>Provide training for teachers to create assessment items and evaluate learning growth with respect to grade level standards in Performance Matters.</p> <p>Teachers will gain proficiency with Performance Matters, a platform used to link data from other systems. Teachers will learn how to access the data, interpret data, create reteaching plans, and reassess when necessary.</p> <p>Through data meetings (after each benchmark period), teachers and administrators will have discussions about students who are identified as at-risk, meeting grade level standards, or exceeding grade level standards.</p> | <p>Common assessments will be created in all four core content areas.</p> <p>Academic interventions will be provided to students identified as needing support through data conversations and/or analysis.</p> <p>All core teachers will have accessed data in the Performance Matters platform at a minimum of three times in the school year.</p> | <p>Time during monthly meetings to train teachers on the use of PM;</p> <p>Time during monthly meetings to train teachers on data analysis in PM and how to plan next steps in instruction and/or interventions based on data trends.</p> <p>Training will be provided by Performance Matters.</p> |
| | <p>Weave Culturally Responsive Sustaining Education Framework into department conversations to ensure equity in planning for instruction.</p> <p>Academic heads will identify bullet prompts in the Culturally Responsive Sustaining Education framework for discussion points and soft audits of curriculum in department meetings.</p> | <p>Curriculum documents will be more culturally responsive for at least one unit of study in grades 6-8.</p> | |

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| <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>Professional learning for teachers will be aligned to Instructional leader support. (Build common language and expectations.) Focus on how to use diagnostic information/data protocols.</p> | <p>Teachers will have four designated Monday meetings with an instructional coach to create an understanding regarding the importance of the high impact teaching strategies, student success criteria, checks for understanding and culturally responsive practices/instruction.</p> <p>Teachers will have opportunities to engage in collaborative learning and articulate what successful use of targeted strategies looks like in practice.</p> | <p>Administrators will see evidence of the application of high impact teaching strategies, student success criteria, checks for understanding and culturally responsive practices/instruction through informal walkthroughs.</p> <p>Students will be able to self monitor progress during classroom learning as evidenced by informal walkthroughs and conversations with students.</p> | <p>Funding to support instructional coach Time in monthly meetings, planning time and individual conversations.</p> |
| <p>Focus on writing</p> | <p>Posters for all classes will be provided to show the school wide writing process and strategy for mathematical problem solving.</p> <p>Academic heads will provide professional learning for the four core subjects during department meetings to learn the process and how students can apply the processes in their classes.</p> | <p>Growth of student performance with written expression on common assessments.</p> | <p>Creating/printing of posters, Monday meeting time after school for professional development</p> |

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| <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>Teachers will facilitate the constructs of Claim, Evidence and Reasoning in student writing in all four core subject areas.</p> <p>In department meetings, teachers will review student work to evaluate exemplars.</p> | | |
| <p>Implement Question Formulation Technique</p> | <p>Quarterly report out to share best practices with Question Formulation Technique and troubleshoot struggles at department meetings.</p> <p>Building and Academic Administration will work with teachers who implement QFT to provide support and guidance throughout the process</p> <p>Teachers will be provided with an opportunity to visit other classrooms to see the question formulation technique in action.</p> | <p>85% or more students will agree with the following survey question: Do you find the Question Formulation Technique (QFT) to be valuable in your ability to learn the content?</p> <p>In a survey, teachers will describe a QFT experience and explain its impact on student learning/engagement.</p> | <p>Faculty time</p> <p>Staff Release Time within school day to observe peers implementing QFT in action.</p> |
| <p>Student centered coaching cycles with an instructional coach.</p> | <p>In grades 6-8, select teachers in the 4 core subject areas, will participate in student centered coaching cycles.</p> <p>This instructional coaching will provide teachers opportunities to analyze data and plan for instruction using high impact teaching strategies, specially designed instruction, differentiated instruction,</p> | <p>Goal reports from the instructional coach.</p> <p>Survey data will show implementation of specially designed instruction, differentiated instruction, and student success criteria from teachers.</p> | <p>Funding to support instructional coach</p> <p>Schedule instructional coach six week cycles</p> <p>Building principal and academic heads identify staff to work with instructional coach.</p> |

Commitment 2

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| <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>student success criteria and culturally responsive instruction/practices.</p> | <p>Administrators will continue to conduct informal observations and gauge the extent to which teachers are implementing high impact teaching strategies.</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>Are you able to self monitor your progress toward the learning targets in your classes?</p> <p>Do you find the Question Formulation Technique (QFT) to be valuable in your ability to learn the content?</p> <p>Do you feel your teachers are available to you for extra help during the instructional day or after school?</p> | 85% of students will respond in the affirmative or agree |
| Staff Survey | <p>Professional development opportunities to vertically align our curriculum have been successful. Teachers will have an opportunity to describe why or why not? Teachers will have an opportunity to identify areas in the curriculum that need additional professional learning and/or support.</p> <p>Department meetings would be most helpful if...(check all that apply):</p> <ul style="list-style-type: none"> ● We were given time to discuss vertical alignment, ● work together to construct common assessments, ● write common lesson plans, ● work to develop QFT opportunities, ● have group discussions around content area ● audit curriculum for learning that is inclusive of all students <p>Question Formulation Technique has a positive impact on student learning. Teachers will have an opportunity to explain the use and impact of QFT.</p> | <p>85% agree (w/example)</p> <p>- Teachers identify areas where students are struggling with concepts using data as evidence.</p> <p>85% will agree</p> |

Commitment 2

| | | |
|----------------------|--|----------------|
| Family Survey | I am aware of the units of study that my student is learning throughout the school year. My student is exposed to learning that is relevant and engaging. My student has access to academic support when they are struggling. My student has opportunities to be challenged in classes. | 85% will agree |
|----------------------|--|----------------|

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

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. 60% of students will perform at or above grade level on Reading and Math iReady diagnostics. 75% of students will be successful (pass) on ELA, math, science and social studies final exams Proficiency rates on NYS assessments for ELA, Math, Science will increase from the 2021-22 school year. Growth in written expression will be evident on NYS ELA and Math assessments compared to the 2021-22 school year. |
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Evidence-Based Intervention

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

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 | We commit to every child being engaged in meaningful learning that is relevant to them and meets their needs. Every child has the opportunity to drive and shape their own learning. |

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 |
|------------------|------------------------------------|
| Robert Cosmer | Principal Middle School |
| Megan Johnson | Academic Head Science |
| Susan Vachris | Academic Head ELA & Social Studies |
| Mark McCarthy | Academic Head Mathematics |
| Christine Nofri | Assistant Principal Middle School |
| Mackenzie Wetzel | Guidance Counselor |
| Elizabeth Foley | Special Education Teacher |
| Carrie Wattie | Special Education Teacher |
| Kellie Gingrich | Teacher, 7th Grade |
| Kevin McCann | Teacher, 7th & 8th Grade |
| Melissa Acosta | Parent |
| Jose Benitez Sr. | Parent |
| Anthony Peconie | Academic Administrator PPS |
| | |

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 |
|--------------|-----------------------|--|---|---|------------------|--|
| | | | | | | |
| 5/25/22 | X | | | | | |
| 6/23/22 | X | | | | | |
| 7/14/22 | | X | X | X | X | |
| 7/15/22 | | | X | X | X | |
| 7/25/22 | | | X | X | X | X |
| | | | | | | |
| | | | | | | |
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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 team identified a strength in that most students appreciate the fact that their teachers are enthusiastic and positive. They did, however, also strongly note that teachers can make or break a student's day. They described many scenarios where teachers were "not in a good mood" and the impact on learning and engagement was marked. Additionally, they were hopeful that more teachers would greet them and smile over the course of the day as this had a very positive impact on setting the tone for the day.

Students were thankful for the social workers and counselors as they felt they were readily available if they needed additional support.

Student to student interactions were noted as an area of growth. Students communicated that friction or bullying increased by grade level and they felt that students would benefit from targeted learning around how to be respectful, empathetic and caring. Additionally, they felt it would be beneficial to have opportunities for team building in the school where they could get to know students.

Lastly, students responded that they didn't always know how they were doing in class or what they would be expected to know.

This plan reflects a focus on opportunities to build common language and expectations for behavior and social emotional learning. The team felt strongly that with common language and expectations, behaviors and disrespect would be addressed at a foundational level.

Finally, the SCEP was developed with the thought of ensuring that students had the opportunity to build capacity for self assessment and voice in driving the learning. Through professional learning around success criteria and Question Formulation Technique, teachers will plan for meaningful space for students to drive the instructions through questions and evaluate their own progress toward learning targets with a solid understanding of what success looks like and sounds like.

Equity Self-Reflection

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

Scotia-Glenville Middle School has seen growth over the course of this school year in this area. We have made a concerted effort to increase exposure to different cultures and identities through awareness activities and expansion of clubs. Students have become more involved in shared decision making such as revising the code of conduct.

The middle school has also connected with community needs through the Give Room. National Honor Society and Student Council provide opportunities for community service and building relationships.

Bulletin boards, display cases and the Library Media Center reflect appreciation of identity and culture through celebration and resources available to staff and students.

Learning As A Team

There were also many opportunities to continue to grow identified in the self-reflection survey. The survey showed that it is important that our teachers feel supported so that they can build positive relationships and have positive interactions with students.

It would also benefit students to have cross discipline planning so that middle school students can see relevance, application and transfer of learning in multiple content areas. This could be leveled up by providing exposure to global enduring issues and service learning.

To meet this need the SCEP plan recognizes a need to communicate curriculum overlaps in an effective manner. This would enable teachers to seek interdisciplinary teaching without common planning time in grades seven and eight.

Additionally, recognizing the need to meet learners at their entry points continues to be a priority. The plan reflects building capacity for success criteria and multiple entry points for students to be able to develop independence in monitoring their progress to the learning targets.

Finally, the survey showed that students transitioning to middle school need special attention. This is the prime time to build relationships and a shared understanding of what it means to be a middle schooler at Scotia-Glenville. The plan supports this through allocated time and a collaborative approach to ensuring that all students entering the middle school feel valued, supported and a sense of belonging.

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.