



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Madison CSD	Madison	PK-12

Collaboratively Developed By:

The Madison Central School SCEP Development Team
Kati Strong, Michelle Nolan, Darcy Beeman, Cheryl Livermore, Tyler Fellows, Fiona Abrams,
Andrew Nichols, Skye Millington, Margaret Craver, Jessica Chenel, Amber Neiss, Amanda
Barton, LeeAnn Cucci, Larry Nichols, Brian Latella.

And in partnership with the staff, students, and families of Madison Central 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 I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to fostering positive social and emotional relationships among students, staff and the community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We want students to feel safe and have a sense of belonging at school. This commitment is important to pursue because students cannot learn if they are not feeling mentally stable and mentally supported. Every student needs to be able to develop trusting relationships with adults and other students. Through our student interviews we learned that students had the perception of not being heard, experiencing stress/pressure in and out of school (both academically and socially), and the perception that testing occurs on the same days for several subject areas. We aim to prioritize restoring and building connections within our school and within our community to help build these relationships.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Second Step SEL Program	Social Emotional Learning PK-8 (ongoing). Through our student interviews we learned that students have felt stress and pressure inside and outside of school. This directly impacts how students interact with each other. Second Step helps address this need.	Survey data (Fall, Winter, Spring). Use sources of data the program can/will provide.	PD for staff new to our district.
Yale Center for Emotional Intelligence: RULER Approach	Social Emotional Learning K-5	Survey data (Fall, Winter, Spring). Explore any sources of data the program can/will provide.	Professional Development, licensing, ancillary activities.
Restorative Practices	Social Emotional Learning 6-12. We learned from our student interviews that students feel they have little or no voice being heard and student-to-student and student-to-adult interactions need to improve. Restorative Practices help address this concern.	Survey data (Fall, Winter, Spring). Disciplinary referral data.	Professional Development and ancillary activities to support the program.
Positive Behavioral Interventions and Supports	Social Emotional Learning PK-5	Survey data (Fall, Winter, Spring).	Professional Development and ancillary activities that

Commitment 1

		Disciplinary referral data.	support the program (Student oriented assemblies, celebrations, etc.) \$500 for celebrations
Welcome back event	Students and staff - this September we are having a community picnic leading up to Open House.	Feedback from a survey pertaining to this event.	Planning, supplies
Houses (staff-student mentoring)	Students and staff. Staff mentor small groups of students (check-in/check-out, bonding activities, etc.). This is a direct result from student interviews (feeling unheard and requests to do more House activities). With that we plan on scheduling House meetings at least 1x month with mini/informal meetings to supplement the monthly meetings. These meetings will consist of circles, student feedback/input, competitions, etc.	Feedback from a survey pertaining to how well this piece is working.	Planning and supplies for events done to support this. \$500 - food & supplies
College and Career Ready Night	Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.	Attendance at the event. Suggestions/comments box at the event.	Planning, materials/supplies needed for the evening. \$200 - refreshments
Community Garden	Parents, students, and staff create and cultivate a community garden with potential uses for students and the community.	Survey data	Planning, materials, equipment, and supplies. Cost of seeds.
Testing Schedule	Staff will develop a weekly testing schedule. We learned from the Student Interview session that students feel that multiple tests occur on the same day, thus adding to their stress level.	Administrator Evaluation	Time for teams to develop a schedule.

Commitment 1

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 safe at Madison Central School	85% agree
	Do you feel bullying is a problem at Madison Central School	45% disagree
	Do you feel cyberbullying is a problem at Madison Central School	65% disagree
	Does Madison Central School do enough to educate students about the issue of bullying/cyberbullying	65% agree
Staff Survey	Do you feel bullying is a problem at Madison Central School	60% disagree
	Is Madison Central School doing enough to address the issues of bullying/cyber bullying	70% yes
Family Survey	My child feels connected to Madison Central School	70%
	Staff at Madison Central School care about my child	70%
		70%

Commitment 1

	Madison Central School is meeting the needs of my child(ren) both academically and social emotionally I feel better connected to Madison Central School	60%
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We believe having the following occur will give us good feedback about our progress with this commitment:

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

We would like to see our survey numbers trend in a positive direction from our base percentages in September. We would like to see at least an increase of 10 percentage points from September to January and an increase of another 10 percentage points from January to May.

We would like to see decreases in behavioral/counselor referrals over the course of the year.

Entering year 3 of the program, we would like to see students and staff engaging in more “restorative practice” conversations and strategies throughout the year.

Through survey data, see if parent connectedness to the school district increases and through attendance at community events.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students’ academic and social emotional success.</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>We believe that as a school we have the responsibility to prepare our students to feel successful for life after high school. We are continuing to work on reaching across grade levels with staff training and consistency among content areas. Teachers recognize that they need time to reflect on their curriculum that is being taught and time to collaborate with other staff. We also learned from our Equity Self-Reflection document that although we have grown in this area over the past year, there is still room for growth in some areas. We are working, in conjunction, with our BOCES to provide current PD strategies to address this area.</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>OHM BOCES Science Kits</p>	<p>Alignment to the Next Gen Science Standards and future 5, 8 assessments.</p>	<p>Principal observation.</p>	<p>School visitations/PD opportunities</p>
<p>Orton-Gillingham Instructional approach</p>	<p>Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals</p>	<p>Benchmarking throughout the year.</p>	<p>Funding for materials and supplies \$300</p>
<p>Units of Study for teaching Reading & Writing with Olivia Wahl: K-12</p>	<p>Supporting Readers and Writers through Conferring and Small Group Instruction</p> <p>Reaching and engaging every child as readers and writers across content areas: ELA, Special Ed teachers, Science Teachers, Social Studies Teachers, Math Teachers, Health Teacher, Business Teacher, Agriculture Teachers, and Teaching Assistants who support instruction at all levels.</p>	<p>17 days over the school year</p> <p>Principals will observe these strategies being used throughout the year.</p> <p>Positive growth results from STAR assessments.</p>	<p>Funding for PD</p>
<p>Math Specialist Support</p>	<p>Working with teachers PK-12.</p>	<p>Positive growth results from 3-8 assessments and STAR assessments.</p>	<p>Funding for substitutes.</p>

Commitment 2

On-site coaching, curriculum planning with district mathematics coach.	Mathematics coach will be working with Elementary and Secondary staff every day throughout the school year.	STAR testing results and NYS Assessment results. Principal observations	Funding for PD, substitutes, and any books/supplies needed for supporting staff.
Equity Professional Development	Staff development in the area of Equity and Diversity. This will be year two of this as we work in conjunction with our BOCES. We have worked on diversifying our classroom libraries this past year and will continue looking at this.	Principal observations	Funding for PD
SCEP Development	Developing, implementing, and following up.	Calendar and SCEP Strategy update/tracking.	Funding for committee members. \$500

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	Do you feel that all students are treated with respect and dignity?	65%
	Do you feel all cultural identities are affirmed, valued, and represented?	65%
Staff Survey	Do you feel Madison Central School is providing enough quality professional development?	70%
	Do you feel supported professionally by the district?	70%
	Do you feel the district is providing enough professional development designed around equity?	70%
Family Survey	Do you feel that all students are treated with respect and dignity?	65%
	Do you feel all cultural identities are affirmed, valued, and represented?	65%

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

We would like to see positive growth trends in our survey data at year's end.

Through administrative observations, see more of the concepts and strategies being used in daily instruction throughout the school year.

Ultimately see growth/higher scores in formative assessments, STAR assessments, and NYS assessments.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</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>This commitment emerged as an important topic based on a questionnaire that was given to a cross section of students. According to the mission statement of MCS, we are cultivating a community of lifelong learners and critical thinkers, so it is essential that we provide skills necessary to achieve these goals. Ultimately, students will have the skill set to choose their own paths for learning and or feel ready for a career after high school. We also learned from our Student Interviews that students want more opportunities to participate in "activities that are fun to do, distract us, and give us a break". We feel the strategies listed give students a well-rounded opportunity to get involved in some way.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
College and Career Night	Community engagement and preparing students for post graduation. This is offered to every student in grades 9-12 with the opportunity for transportation to the event for any student in need.	Attendance at the event and graduation survey. Post graduation survey 1 year after graduation.	Planning (committee), communication to the community, supplies needed for the event.
Learning Celebrations	Community engagement with focus on what students are learning throughout the year.	Attendance to these events Parent Survey	Planning, supplies needed for the event. \$400 for food.
Curriculum Night(s)	Community engagement - inviting families to our school to look at and discuss curriculum. Our Learning Coach has hosted 2 meetings and is scheduling more for this school year.	Attendance to these events Parent Survey	Planning, dinner/desserts, and any supplies.
Learning Club	Helping students with and feeling successful. Program will run 3 nights per week, 1 hour for each session, starting the first week of October and running until the second week of June (if necessary).	Attendance, grades, and improved grades on assessments.	Staff monitoring homework club each night (2 staff each night - with an additional 2 staff if attendance numbers warrant it) and providing food

Commitment 3

			(snack) for students attending.
Intramurals	Helping students feel successful socially and emotionally. Program will begin in October and run 1-2 nights per week depending on space availability.	Attendance Student survey	Staff monitoring the activities (1 staff member), snacks, and any supplies needed for the club.
Builders Club	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 night per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
STEM Club (Elementary students)	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 nights per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
Lego Robotics (Drone technology, and other robotics as well)	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1-2 nights per week	Attendance Student survey	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
E-Sports Club	Helping students feel successful socially and emotionally. Providing students with a non-traditional opportunity to excel in competition that is not athletic, musical, or art related - in essence providing a path to those students not engaged in school with what we currently provide for competition. Providing students with an opportunity to take a path toward higher education.	Attendance Academic success Student Survey	Staff monitoring the activities (1-2 staff members) and equipment necessary to provide students with the means to have a successful experience with this club.

Commitment 3

Reading/Writers Club	Will allow students to have opportunities to be readers and authors using the strategies from the Units of Study.	Attendance Academic success Student Survey	Staff monitoring the activity (1), supplies, and snacks.
Community Garden	Allowing parents, students, and staff to come together to cultivate a vegetable garden and ultimately cultivate deeper relationships with each other.	Attendance Survey data	Staff monitoring the activity (2), equipment necessary to do this, and supplies/materials.
Community Night	Guest speakers; activities; demonstrations (various topics/opportunities such as cooking, technology, safety, etc.)	Attendance Parent Survey Data	First Wednesday of each month beginning in October. Funding for staffing and supplies.
Community Classes	Through the use of our Distance Learning Lab, provide adults in the community an opportunity to take courses/trainings after normal school hours. Connectivity has been an issue for some families in our district, this could be another pathway for them to advance their career goals.	Attendance Parent Survey Data	Funding for staffing (2 staff).
Technology Team	Committee of students and staff to assess our technology we currently have and then look at possibilities of implementing more technology (ie. 3D printers, drone technology, etc.)	Student and staff survey data.	Funding for technology.
Community Library	Through the use of our school library, provide our community the opportunity to come in for storytime, independent reading, open library time, and snack.	Community attendance.	Funding for staffing and a snack. Once per week, 1-2 hours per session.

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	Do you feel Madison Central School offers a wide range of activities/clubs for you to be part of?	80%
	Do the activities/clubs offered to students at Madison Central School allow people like you to be part of them?	80%
	Do you feel that Madison Central School could provide more activities/clubs for students?	80%
	Do you feel that Madison Central School is offering enough opportunities to connect with your community with the school district?	75%
Staff Survey	Is Madison Central School providing students enough opportunities for after school involvement (ie. clubs)?	70%
	Is Madison Central School offering enough opportunities for the community to engage more with the district?	70%
Family Survey	Is Madison Central School providing students with opportunities for after school involvement beyond athletics?	70%
	Is Madison Central School providing the community the opportunity to engage more with the school district?	70%

Commitment 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 2022-23 school year.

High participation in after school activities/clubs (at least 50% for students not engaged in athletics).

Improvement in the areas of academics, attendance, and SEL - 20% over the course of the school year.

Survey data - especially with the community to see if we are trending in the right direction and getting feedback to see where we can be more effective.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to improving our data goals by having students meet benchmark targets throughout the year.</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>We believe as a school that we are dedicated to making improvement across the entire school by showing academic growth throughout the school year.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continuation of “Data Days” with the Data Team.	Opportunities for our Data Team to work with staff in groups and 1 to 1 about looking at student assessment data at the state and local assessment (STAR, Module, end of unit, and formative assessment) levels.	<p>Improved assessment scores.</p> <p>Allowing more opportunity for the Data Team and new Mathematics Coach to have data conversations with teaching staff during staff development days and planned “Data Days” throughout the school year.</p> <p>Data meetings will commence in October and run through June.</p>	Funding for substitutes; Professional Development (Data Team and staff if necessary), supplies that may be needed.
Data Bootcamp for Parents	Provide an opportunity to explain/show parents on the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction.	<p>Attendance - offer a fall and spring session</p> <p>Parent Survey Data</p>	Funding for presenters, supplies, and food.

Commitment 4

	Allow parents to ask questions for better understanding.		
Sharing Data with students and parents	The Data Team works with staff on providing student data to students and parents - what it shows, what it means, and how to achieve and maintain a growth mindset.	Increased growth through STAR and NYS Assessments. Increased growth through local measures (formative assessments).	Funding for substitutes, Professional Development, and any supplies that might be needed
Data tutorial on the District website	For parents that do not attend Data Bootcamp, a tutorial on the District website explaining the importance of Data and how we use it.	Parent Survey Data.	Funding for staff to create the tutorial.

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	Do you feel your teachers adequately explain why they collect and use student data?	55%
Staff Survey	Do you feel Madison Central School is providing you enough opportunity to have discussions regarding your students' data?	70%
	Do you feel comfortable with data conversations?	70%
	Do you need more professional development working with and understanding student data?	70%
Family Survey	Do you feel MCS provides you enough information regarding how we collect, analyze, and use data to drive instruction?	70%

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

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

Commitment 4

Increasingly higher percentage of staff understanding data, having comfortable/informed data conversations, increased usage of data to drive instruction, and ultimately improved assessment grades.

Students and parents understand the process and the importance of data - all within a growth mindset.

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	Restorative Practices - year 3
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Commitment 1: We commit to fostering positive social and emotional relationships among students, staff and the community.</p> <p>Commitment 2: We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p>

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	Second Step, The Ruler Approach
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: We commit to fostering positive social and emotional relationships among students, staff and the community.

Evidence-Based Intervention

	<p>Commitment 2: We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic and social emotional success.</p> <p>Commitment 3: We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p>
<p>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</p>	<p>The Ruler Approach</p> <p>http://www.rulerapproach.org/wp-content/uploads/2019/04/pub328_Hagelskamp_et al_InPress.pdf</p> <p>http://www.rulerapproach.org/wp-content/uploads/2019/04/pub319_Brackettetal_2011_JCI.pdf</p> <p>https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1524767?journalCode=hjsp20</p> <p>https://psycnet.apa.org/record/2012-05721-001</p>

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
Darcie Beeman	Parent
Kati Strong	Parent
Michelle Nolan	Parent/Teacher
Cheryl Livermore	Parent
Tyler Fellows	Student
Fiona Abrams	Student
Andrew Nichols	Student
Skye Millington	Student
Margaret Craver	Student
Gabe Geiger	Student
Amber Neiss	Teacher
Jessica Chenel	Teacher
Amanda Barton	Learning Coach
LeeAnn Cucci	Administrator
Larry Nichols	Administrator
Brian Latella	Administrator

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
6/16/22	X	X	X	X		
6/20/22	X					
7/6/22		X	X	X		
7/20/22			X	X	X	
7/27/22					X	

Learning As A Team

Directions

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

Student Interviews

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

Once again this year our questions were generated from conversation and in conjunction with some of the template questions. Once we had student feedback, we analyzed the responses and worked on implementing those responses into our commitment action plans. Student feedback was very informative and eye-opening in some areas.....especially in student-teacher relations. For example students felt that the transition from closure to hybrid to normal session was too fast and felt that the expectations teachers had were greater now than before the pandemic. This tied into their feeling of increased pressure to pass/achieve better grades. We also learned from our students that they feel perhaps adults do not understand the stresses/strains that students are going through. From this and future student input we plan on a larger focus on professional development planning from their view point. Survey's and meetings will continue to be a key piece in this. The dialogue we had with them was very beneficial.

Equity Self-Reflection

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

Because the self-reflection piece revolved more around equity and diversion, many of our categories were emerging....this year there was growth and we continue to show growth as we continue professional development in this area. Our BOCES representatives have done an excellent job helping us navigate through this. The equity self-reflection plan will continue to imbed into what we do here but we still have focus in other areas such as data-driven instruction (assessment based) and professional development focused on academic areas.

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.