SCEP Cover Page

2022-23

	climate between many adults and students. Managing this has demanded significant amounts of time and intervention by school leaders and support personnel". To move our middle school forward in developing a "...web of sustained and supportive human connections" we will begin by using strategic, school-wide efforts to ensure that each of our students feels known, respected, and supported in our school. Our SLT will regularly monitor this goal and adjust our actions as we make progress. As we accomplish this commitment, we will expand the foundation of belonging and identity to grow student agency and partnerships in collaborative decision making across the school, as we then move to a focus on Commitment 4.

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
Establish smaller learning community team identity	In existing teams, teachers will organize a student contest to establish the team mascot, logo, mantra.	At SCEP monitoring times: A short student survey will be conducted in each ELA class to collect information about students' knowledge of their mascot, logo, and team mantra.	Poster maker/printer (industrial or cricut machine) Awards/Rewards Supplies/materials
Each student has a trusted adult "champion"	The team of teachers will match each student on the team with an adult that works with the team of students. Throughout the year, the adults will conduct actions/activities to check in with and support their assigned students. (attendance monitoring, student check-ins, family chats, meet and greets)	At SCEP monitoring times: Each team will review each student name and submit a report of activities with each student. A short student survey will be conducted in each ELA class to collect information about their activities/check in with the	

Commitment 1

Team activitiE

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.

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	BOY: 1. Does your team have a mascot? 2. Do you have an adult mentor, a trusted adult to go to? MOY: 1. What is your team mascot? 2. Who is your mentor/trusted adult?	BOY: 1. 75% Yes 2. 75% Yes MOY: 3. 95% Yes 4. 95% Yes
Staff Survey	1. What is your team mascot? 2. Has each student on your team been assigned a trusted adult? 3. Has each student met with their trusted adult? 4. Have you communicated with your mentee's family letting them know you are there to support.	1. 85% Staff know mascot 2. 95% Yes 3. 95% Yes 4. 95% Yes
Family Survey	-------	-------

Students have designed a team mascot and/or mantra. (Collection of mascot from team leaders) Each student is assigned to a trusted adult (Collection of assignment list from team leaders). A system has been created that will monitor and red-flag students who show regular absences. (Guidance will run an attendance report and provide it to teachers on a weekly basis).	Students know which team they are on and know their team mascot. Students can identify a trusted adult and each adult has met with their trusted adult 2 times. (Checklist) A data wall has been created for students to see team attendance-related data (competition).	Students can identify an adult in the building who has had a positive impact on their school year. (Survey and checklist) Overall quarterly attendance records increase by 5% (Attendance records)

What is one commitment we will promote for 2022-23?

Commitment 2

content

assisting students with connecting their experience to other cultural backgrounds."

With universal clarity around how the adults in the school should work together and how classroom instruction should be structured, we can expand later into additional skill building and enhancements in the quality of instruction. When the S aɹlɢttld

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES

	The SLT will communicate these expectations at faculty and team meetings. The school administration will regularly monitor and discuss the implementation of these expectations with the staff, and provide information to the SLT.	of the instructional expectations across the school. During faculty and team meetings, the SLT will review the aggregated information with the school staff and reflect on the findings.	documents as well as resources Meeting time scheduled to monitor and track progress
	Best Practices in: Co-Teaching (PD/planning with consultant or specialists) Pedagogy for ELLs (PD planning with RBERN) Middle Level Teaching and Learning (ie: school visitations)	Strategies from PD are implemented Evidence of strategies being used in class lessons Evidence of co-planning can be seen in lesson plans	Registration fees Travel/ compensation Consultant fees Materials/supplies

Commitment 2

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 nil.

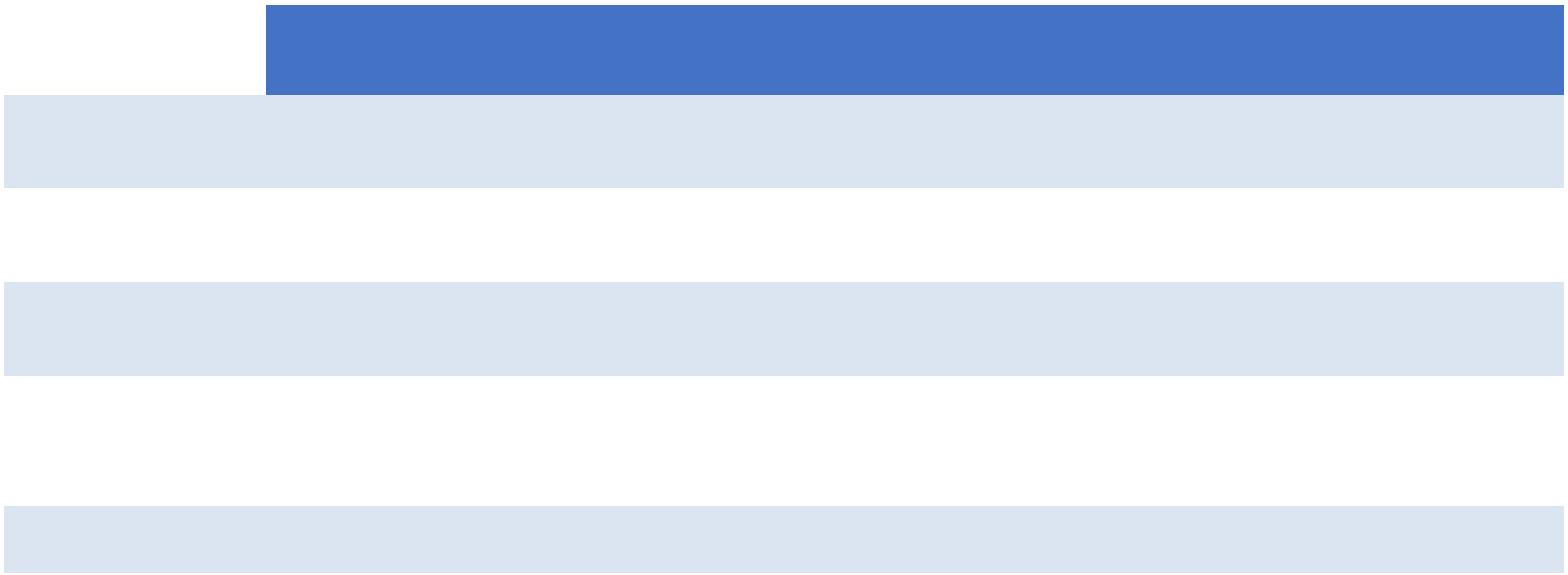
Com

What is one commitment we will promote for 2022-23? Why are we making this commitment?	All school administrators will partake in professional development and/or coaching sessions to increase their ability to support instruction and pedagogy.

Commitment 3

Commitment 3

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.



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

Evidence-Based Intervention

☐

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

Our Team's Process

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.

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

	Principal

Le

Next Steps

1.

a. 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.

tE PPPPP