



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Johnson City Central School District	Johnson City Elementary/Intermediate School	3-5

Collaboratively Developed By:

The Johnson City Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Johnson City Elementary.

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Every stakeholder feels a strong sense of belonging to our trusting, supportive, empathic school community.</p>
<p>Why are we making this commitment?</p> <p><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> 	<ul style="list-style-type: none"> • As part of PBIS, our school community created a ROAR (Respect, Organization, Achievement, Responsibility) matrix that exemplifies what we believe will contribute to a safe, respectful, supportive school community. In addition, this aligns with our school's vision statement: We BELIEVE that through powerful relationships, purposeful reflection, and persistent TEAMWORK, all staff will be EMPOWERED to excite and engage students in their education and in their lives, commit to a GROWTH mindset, and STRIVE for success ...<i>one child at a time</i>. • This emerged as a commitment based on several data points. First, our school-wide SEL survey indicated that 73% of our third through fifth grade students felt very connected and 75.7% felt proud of our school. Our goal of the district is to be closer to 85% of students feeling connected to our school. Through student interviews completed at the end of the school year, students voiced their need for a strong classroom community and connections with teachers and peers. They also cited recess as an area of stress and disconnection. Additionally, parents voiced their desire for more connections to the school. Through the parent survey 50.6% of families felt a sense of belonging to our school. Our goal of the district is to be closer to 85% of families feeling connected to some degree. Through staff surveys, 54.3% of staff revealed that they felt a sense of belonging, and 71.2% felt that they had strong relationships with other staff members. Our goal of the district is to be closer to 85% of staff feeling connected to our school. • The equity self-reflection was an integral part of our plan. Through this process, it was noted that our school needs to foster stronger relationships and a sense of belonging and inclusivity with students and families. • This commitment was influenced by the element of belonging from "How Learning Happens". As a team, we concluded that our school's narrative must be shifted from fixing our youth to improving our learning environments in order to foster student growth.

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>Morning Meetings</p>	<ul style="list-style-type: none"> • Each classroom will hold a daily morning meeting with each of the following components: greeting, share, activity, closure • Align with our Caring School Communities Curriculum and Responsive Classroom • Incorporate mentor texts that represent our students as well as the social-emotional focus. 	<ul style="list-style-type: none"> • Survey question regarding impact of morning meeting (September, January, May) <ul style="list-style-type: none"> ○ Happening regularly ○ Feeling connected • Caring School Community Assessments throughout the year • Observations of students' connections with each other • Walkthroughs for Morning Meeting 	<ul style="list-style-type: none"> • Staff training on Morning Meeting • Time dedicated to Morning Meeting (non-negotiable) • Caring School Communities Curriculum and additional supporting resources (Responsive Classroom) • Mentor texts to supplement Morning Meeting topics
<p>Collaborative practice within</p>	<ul style="list-style-type: none"> • Opportunities provided throughout each lesson for 	<ul style="list-style-type: none"> • Students indicate via survey that they feel 	<ul style="list-style-type: none"> • Integrated into day-to-day teaching

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<p>academic lessons</p>	<p>students to interact in collaborative groups</p>	<p>comfortable communicating with peers (September, January, May)</p> <ul style="list-style-type: none"> • Informal staff observations 	
<p>Cross-grade Level Buddies</p>	<ul style="list-style-type: none"> • Implement opportunities for students to work together across grade levels throughout the year • Scheduled Building-Wide Cross Grade Level Buddy Time (4 times/year) followed by a whole building assembly 	<ul style="list-style-type: none"> • Students indicate comfort working with peers outside of their classroom (September, January, May) • Informal staff observations • Cross Grade Level Buddy Time 	<ul style="list-style-type: none"> • Scheduled time dedicated to cross-grade level buddies • Caring School Communities Cross-Grade Level Buddies resource
<p>Connection Days / Whole School Celebrations</p>	<ul style="list-style-type: none"> • Build connection days into the school year for students and staff • Wildcat Day on Fridays • Incorporate assemblies highlighting whole school success • Grade level assemblies highlighting student and staff (Top Cat) success monthly • Celebrate Spirit Weeks and Culture Celebrations each month 	<ul style="list-style-type: none"> • Students indicate feeling comfortable and a sense of belonging to school on survey and being proud of peers and school (September, January, May) • Informal observations 	<ul style="list-style-type: none"> • Scheduled time/altered schedule for the day • Materials that correlate with the activities chosen • Bring in a minimum of one outside presenter • Awards for assemblies • Schedule of assemblies

Commitment 1

<p>PLC</p>	<ul style="list-style-type: none"> • Provide opportunities for teams of staff to work collaboratively on academic and social-emotional issues facing them using data-driven discussion • This would occur Wednesdays throughout the year when there is not a faculty meeting. 	<ul style="list-style-type: none"> • Staff survey regarding being a valued part of a learning community and feeling supported by other staff members (September, January, May) 	<ul style="list-style-type: none"> • Scheduled time • Articles/Books/Data
<p>Changes to environment</p>	<ul style="list-style-type: none"> • Vinyl artwork in hallways <ul style="list-style-type: none"> ○ Be the I in Kind ○ Hands as butterfly wings ○ Trees with handprints ○ Quotes with PAW language ○ Inspirational messages • Student work in hallways; change frequently; add compliment post-its 	<ul style="list-style-type: none"> • Survey question about school environment being inviting (September, January, May) • Informal observation of hallway change 	<ul style="list-style-type: none"> • Plans for artwork • Materials for artwork
<p>Parent classroom visits throughout the year</p>	<ul style="list-style-type: none"> • Families complete form indicating interest in helping in the classroom (read alouds, workshop times, math centers, etc.) • Scheduled times throughout the year to work in the classroom 	<ul style="list-style-type: none"> • Survey question regarding sense of belonging (September, January, May) • Data: number of families involved in classrooms 	<ul style="list-style-type: none"> • Letter to families • Google sign-up • Scheduled times for families to visit
<p>Parent Teacher Conferences</p>	<ul style="list-style-type: none"> • All parents will be requested to attend a parent-teacher conference either virtually or in-person in December based on the first quarter report card. 	<ul style="list-style-type: none"> • We will gauge success based on the parent survey regarding feeling connected to the school 	<ul style="list-style-type: none"> • Create a schedule to allow for conferences for every parent

Commitment 1

	<ul style="list-style-type: none"> Additional conferences will be scheduled as needed throughout the year 	<p>(September, January, May)</p> <ul style="list-style-type: none"> We anticipate through qualitative data that we will see an increase in parent communication as a result of conferences. 	<ul style="list-style-type: none"> Ensure that it is scheduled one month in advance- use REMIND app
Coordinating Family Events	<ul style="list-style-type: none"> Open House, reading/math/stem nights, Fall Festival, Culture Night, Ensembles, Family Connection Events, Color Run, Ice Cream Social Work with PTO to coordinate events 	<ul style="list-style-type: none"> Student and family survey questions regarding relationships with school staff and connections to school (September, January, May) 	<ul style="list-style-type: none"> Funding for refreshments and materials/outside professionals, Reserved spaces: cafe/classroom, gym Time to plan events, parking lot
Individual Parent Connections	<ul style="list-style-type: none"> Classroom staff contact every parent before school begins with questions regarding goals, cultures, needs--same set of questions for every person who contacts 	<ul style="list-style-type: none"> Parent conversation/survey regarding relationship with child's teacher (September, January, May) 	<ul style="list-style-type: none"> Parent conversation/survey regarding relationship with child's teacher (September, January, May)
Individual Student Conferences	<ul style="list-style-type: none"> Reading interest survey administered beginning of year Quarterly conferences with student and teacher, not solely related to academics, allowing for teachers to get to know students, particularly those whose SEL data 	<ul style="list-style-type: none"> Student survey question about relationships and connections to school (September, January, May) 	<ul style="list-style-type: none"> Reading survey, Schedule of student conferences based off of data collected

Commitment 1

	indicates need for further connection	<ul style="list-style-type: none"> • Informal Teacher observations 	
Greeting every student every day; hello and farewell	<ul style="list-style-type: none"> • Teachers will meet students at the door each morning, giving students a choice of a greeting. Students will greet each other daily during Morning Meeting. • Teachers will say goodbye to each student/students will say goodbye during closing of the day 	<ul style="list-style-type: none"> • Student survey question about relationship with teacher (September, January, May) • Classroom community building • Observations/lessons involving relationships with peers/teachers 	<ul style="list-style-type: none"> • Greeting/Closing resources
Recess Revamping	<ul style="list-style-type: none"> • Designated areas for imaginative play (blocks, art supplies, toys) • Training for Recess Monitors with regards to problem solving and allowing for free, imaginative play • Additional recess time built into schedule with teacher 	<ul style="list-style-type: none"> • Behavioral data from recess 	<ul style="list-style-type: none"> • Recess resources • Training for Recess Monitors • Introduction video for Monitors
Student Ambassadors	<ul style="list-style-type: none"> • One student from each classroom will be a representative in grades 3-5. • Monthly meetings with administration to gather student feedback about school, sense of belongingness, etc. • Possible leadership roles during recess, tours with new students, events, and dismissal. 	<ul style="list-style-type: none"> • Behavioral data • Data from meetings with ambassadors 	<ul style="list-style-type: none"> • Ambassadors sash • Ambassadors training

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 (e.g. % agree or strongly agree)
Student Survey	<ul style="list-style-type: none"> • I feel like I belong in my school. • I am comfortable talking to peers in my classroom. • I am comfortable talking to peers from other classrooms. (buddy classrooms, at recess, on the bus) • I am proud of my school. • I have a strong relationship with at least one peer in my classroom. • I have a strong relationship with my teacher. • Morning meetings happen daily in my classroom. • Morning meeting helps me grow relationships in my classroom. 	85%
Staff Survey	<ul style="list-style-type: none"> • I am a valued part of a professional learning community. • I am supported by others in my school community. • Our school environment is inviting. • I feel a sense of belonging to our school. 	85%
Family Survey	<ul style="list-style-type: none"> • I feel a sense of belonging to my child’s school. • Our school provides opportunities for me to be involved in my child’s education. 	85%

Commitment 1

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.

- Track family involvement for increases throughout the year with a goal that 75% of students in each classroom would have family representation at least once per year.
- Track student behavior data to note a decrease in behaviors in the classroom due to the sense of community and belonging, resulting in fewer than 30 calls per day for assistance from SST.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Every child is engaged in intentional instruction that is responsive to their identities, experiences, and academic skills.</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> 	<ul style="list-style-type: none"> • We have had the belief in our school through our PBIS ROAR Matrix, that all staff and students should show respect to one another and take the time to understand each other's perspectives. This aligns with ensuring that students' identities are reflected in their classroom and in our school. • Our vision statement reflects our dedication to empowering staff to excite and engage students in their education and lives. It also cites our dedication to building powerful relationships and being involved in purposeful reflection, which is correlated with attention to diversity, equity, and inclusion. • This area became a commitment based on several data points. However, the equity self-reflection indicated that this is a dire need. When completing the equity self-reflection, we discussed the need to expand our resources so that they represent the demographics within the school community and ensure that our curriculum is culturally responsive. Our current curriculum is not focused on the diversity in our school. Additionally, through self-reflection, team members shared anxiety regarding talking about race and social issues. There is a need for professional development in how to incorporate this into the curriculum. Even though 66% of students replied on the student survey that they felt represented in the curriculum, we want at least 85% of students to relate to the topics in the curriculum. • Through interviews, students expressed that it is important to talk about race in school, but often feel uncomfortable talking about it. It was also shared that students feel it is important for their teachers and peers to understand their cultures and backgrounds.

Commitment 2

- This year students achieved a level of proficiency on average in grades 3-5 of 23% in Math. Next year students will achieve an average proficiency level 35% in grades 3-5 based on STAR Math.
- This year students achieved a level of proficiency on average in grades 3-5 of 37% in Reading based on STAR Reading. Next year students will achieve an average proficiency level 50% in grades 3-5.
- 100% of students who are below grade level will demonstrate accelerated growth in math and ELA (1.25 and above).
- This commitment is embedded in the “How Learning Happens” element of identity. As a school we want all students’ identities reflected in the curriculum to foster a sense of belonging.

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?
Professional development on diversity, equity, and inclusion	<ul style="list-style-type: none"> • Continue PLC discussions with trainings/book studies/professional development sessions on topics related to diversity, equity, and inclusion, such as critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, privilege, etc. • District Level Training provided throughout the year by Equity Leadership Solutions • Training for teachers about choosing and implementing multicultural mentor texts 	<ul style="list-style-type: none"> • Survey of staff regarding awareness of issues surrounding diversity, equity, and inclusion as well as comfort level with implementing practices within the classroom (September, January, May) • Informal check-ins/walkthroughs to note implementation of CR-S principles. Baseline would occur in September with additional data collected by December and May. 	<ul style="list-style-type: none"> • PLC time for discussions, trainings, book studies • Resources surrounding the topics • Outside professional developers with expertise in the identified areas
Inclusion of more diverse texts in	<ul style="list-style-type: none"> • Using reading inventories to purchase reading material that 	<ul style="list-style-type: none"> • Survey question for students regarding 	<ul style="list-style-type: none"> • Purchasing reading

Commitment 2

<p>classroom libraries and mentor texts</p>	<p>align with classroom interest and student identity</p> <ul style="list-style-type: none"> • Reviewing mentor texts prior to units starting to ensure texts are aligned to student interest and identity • Lists will be built to incorporate more inviting books for students; professional development for staff for setting up classroom libraries to fit the needs. • Put Book Buzz in Daily News to introduce new diverse books and series to staff—purchase 5 copies of the books highlighted and put in the book room for teachers to use • Replace books in the book rooms to increase access to diverse books aligned to student interest and identity—make sure all teachers are aware of the bookrooms, bookroom procedures, and have access to them • Add fourth grade to the take home book process 	<p>students feeling represented in the books they are reading (September, January, and May)</p> <ul style="list-style-type: none"> • Informal observations during reading workshop 	<p>materials that fit student interests/more diverse texts</p> <ul style="list-style-type: none"> • Faculty meeting time within first 2 days of school to assist with organizing libraries • Scheduled time to review mentor texts • Staff members to participate in the Book Buzz
<p>Inclusion of current events in social studies curriculum</p>	<ul style="list-style-type: none"> • Adjusting social studies curriculum to incorporate current events • Including developmentally appropriate Scholastic News on current events 	<ul style="list-style-type: none"> • Student survey question regarding student’s learning about current events 	<ul style="list-style-type: none"> • Purchasing of developmentally appropriate magazines on current events

Commitment 2

	<ul style="list-style-type: none"> • Incorporate the ABC Kids Nightly News from Thursday evenings– make it clear to the teachers that all must incorporate this into their instruction; current events Friday 	<p>(September, January, and May)</p>	<ul style="list-style-type: none"> • Scheduled time to adjust social studies curriculum during the school year
<p>Adjusting current curriculum to allow for student choice/interest while ensuring that all students learn the essential skills for each grade level</p>	<ul style="list-style-type: none"> • Grade level teachers, instructional coaches, and administration collaborate to make adjustments to current units to incorporate student choice, identity, interest, culture. This includes reading materials, writing topics, and areas for further study in social studies. • Create a year-long document for each grade level that includes the essential skills that every student should know by the end of that grade level–skills should be divided up by quarter and aligned to the report cards and provided to parents • If students are not meeting the grade level benchmarks for reading and math during each quarter, students will be referred for academic interventions/small groups at applicable Tiers of Intervention. Teachers will be 	<ul style="list-style-type: none"> • PLC meetings to discuss what students are choosing and incorporating into units. • Survey question for students regarding having their interests included in learning. This will occur in September, January, May. • PLC meetings to discuss what the essential skills are for the upcoming units and review how the previous units were successful/unsuccessful in that quarter. These will occur up to once per month based on need. • Students will be progress monitored every month in ELA, Math, and SEL to 	<ul style="list-style-type: none"> • PLC time to discuss implementation • reading materials that fit student interests • intervention teachers for math and reading • collaboration among classroom teachers, intervention providers, coaches • MTSS integration • Weekly team meetings data-driven

Commitment 2

	<p>provided with data-based coaching on strategies to assist with moving students forward.</p>	<p>assess student growth and small groups will be readjusted to ensure those who are not meeting benchmarks are getting some form of intervention.</p>	
<p>Provide opportunities for civil projects</p>	<ul style="list-style-type: none"> • Incorporate seniors from the high school working with elementary students on civil projects • Incorporate civil projects in classroom learning when applicable • Collaborate with Binghamton University students on Civic Engagement projects 	<ul style="list-style-type: none"> • The goal will be for every classroom to be involved in one civil project during the school year. Data will be collected throughout the school year to determine if each classroom has had opportunities for involvement. 	<ul style="list-style-type: none"> • Collaboration with Judy Gleason for senior projects with elementary students • Funding for student projects • Scheduled time (PLCs) for teachers to find opportunities to add civil projects to current units • Collaboration with BU

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	<ul style="list-style-type: none"> • I can connect with topics I learn about. • I am aware of current events happening in our world. • I am able to express my learning in different ways (ex: writing, drawing, orally, etc). • My teacher gives me opportunities to learn about things that interest me. 	85%
Staff Survey	<ul style="list-style-type: none"> • I am aware of issues surrounding diversity, equity, and inclusion. • Professional development opportunities have prepared me to discuss and teach issues surrounding diversity, equity, and inclusion. • PLCs are useful tools to examine student data and inform my instruction. • I provide opportunities for student choice in learning. • I provide topics that represent students' identities, skills, and interests. 	85%
Family Survey	<ul style="list-style-type: none"> • I am aware of what skills my child needs to know at the end of each grade level to be successful. 	85%

Commitment 2

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.

- Each student will have completed at least one civil project.
- At least one reading material is purchased to match each individual child's interest/culture based on the reading inventory.
- Opportunities are provided in each unit for student choice/exploration.
- Current events explored weekly in the social studies curriculum.
- Students will achieve an average proficiency level 35% in grades 3-5 on STAR Math.
- Students will achieve an average proficiency level 50% in grades 3-5 in STAR Reading.
- 100% of students who are below grade level will demonstrate accelerated growth in math and ELA (1.25 and above).

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.

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

X **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	Professional Learning Community
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment 1: PLCs will be used to provide opportunities for staff to collaborate on academic and social-emotional issues present in their classrooms. Professional development, data discussions, problem solving, and supplemental resources will be a part of PLC opportunities that will assist staff establishing supportive relationships and a sense of belonging.</p> <p>Commitment 2: PLCs will receive professional development on diversity, equity, and inclusion. They will use their time together to reflect and discuss new information in order to impact teaching and learning in their classrooms. In addition, PLCs will collaborate to make adjustments to curriculum in order to support and promote student choice and interest with attention to diversity, equity, and inclusion. Additionally, a major shift will include data-driven meetings focused on gauging instruction and planning interventions for students.</p>

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

Evidence-Based Intervention

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
Denise Riley	Principal
Christina Kline	ENL teacher
Jackie Rayburn	Teacher
Laurie Whitney	Teacher
Alyssa Falinski	Teacher
Nancy Ramirez	Teacher
Constance Turner	Instructional Coach
Shannon Merrell	Special Education Teacher
Taylor Plocinski	Teacher
Bethany Sherman	Parent
Stacey Nauerz	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 (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
June 17, 2022	X					
June 28, 2022		X	X			
July 5, 2022			X	X	X	
July 20, 2022					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 interviews helped us understand the students' perspectives and guided the team to areas in which we need improvement, leading us to adopt both commitments. We gained information about their need to feel connected to their teachers and school, which led us to the commitment involving belonging. Students also expressed the lack of involvement in choice in curriculum and connections to what they are learning. They want their voices heard, but there isn't an established avenue for that to take place. In addition, students expressed discomfort with talking about race and identified that teachers struggle with those discussions as well. They also felt strongly that they need to learn in a welcoming environment in which they feel appreciated and supported. They want their teachers to know and understand them better. They also want adults to know that they will thrive in a happy environment. Our students need to grow academically as well as social-emotionally. To that end, both commitments fulfill those goals.

Equity Self-Reflection

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

As a result of the Equity Self-Reflection, we realize that we still have much work to do in developing more knowledge in the areas of diversity, equity, and inclusion. We have made strides in the past year, but there is still room for growth. The process of the self-reflection assisted us with identifying areas of strength and growth, and we have much growth needed in all four areas of the self-reflection, which are outlined in both commitments. As a result, our team developed a whole-school expectation that all school staff must take on the responsibility to understand and learn about the various cultures represented in our school. In addition, we need to become well-versed in issues surrounding diversity, equity, and inclusion. Along with this, we will need opportunities to teach current events in a developmentally appropriate manner. Additionally, we need more diverse reading materials that represent our population and student interests along with flexibility in our curriculum to allow for more civic engagement and student voice. Using the PLC model to develop and strengthen these areas will help us to promote student success.

