



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Patchogue-Medford School District	Medford Elementary School	K-5

Collaboratively Developed By:

The Medford Elementary School SCEP Development Team
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And in partnership with the staff, students, and families of Medford Elementary 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><i>We commit to building a more culturally responsive school community.</i></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><i>The Patchogue-Medford School District has committed itself to creating authentic and creative learning experiences for its students. Although Medford Elementary is, and has been, a diverse school with a diverse teacher population, and the diversity is celebrated in the building and our dual language classrooms- it is not celebrated equally throughout the building. The results of the Equity Self-Reflection indicated that the curriculum and materials provided could be improved. The materials and curriculum should be more inclusive and offer more opportunities to celebrate culture through culturally responsive practices. Thus, we commit to continuing to build a more culturally responsive school community to include instructional practices and materials that enhance our curriculum and celebrate our community's diversity.</i></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>Cultural Celebrations School-wide</p>	<p>As a school we have celebrated the diverse cultures of our students of Spanish speaking countries, going forward we will look to incorporate cultural celebrations that are representative of all the various cultures in our building.</p> <p>Classes/grades will host a multicultural event where different classes present research and aspects of the culture to showcase for families.</p>	<p>We will look at our cultural celebration, to assess that all student cultures are accurately represented.</p> <p>Student and family surveys: Parents will respond with 80% agree or strongly agree to the question- <i>The school's programs reflect, respect, and value the diversity of the community.</i> (Winter and spring)</p> <p>Student roundtables (Ongoing)</p>	<p>Money for building wide cultural celebration, planning, implementation, and supplies necessary</p> <p>Scheduling of celebration for end of the year.</p> <p>Planning with specific grade levels to ensure all cultures are represented.</p>
<p>Culture Club-Afterschool</p>	<p>We will incorporate a culture club after school so that students can explore the various functions and aspects of cultures.</p>	<p>Students will be active participants in the culture club.</p> <p>Student and family surveys: 80% of families will agree or strongly agree to the survey</p>	<p>Money for culture club advisor and materials</p>

Commitment 1

		<p>question- <i>The school values the background and identities of all students.</i> (Winter and spring)</p> <p>Student roundtables (Ongoing)</p>	
Social-Emotional Learning	<p>Implement restorative circles</p> <p>All classrooms will use mental health check-ins in the morning and throughout the day, it was suggested to also share the mental health check-in with families for consistency at home</p> <p>Continue to implement the SEL district adopted curriculum</p> <p>All classrooms will incorporate a calming corner in their classroom layout and during the day</p>	<p>Student and family surveys: 85% of students will respond to the question- <i>I feel like my teacher knows the real me.</i> (Winter and spring)</p> <p>Student roundtables (Ongoing)</p>	<p>Copying of mental health check-in in color for families to use at home</p> <p>Money for additional calming corner supplies for all classrooms</p>
Implement a culturally diverse selection of materials and lessons	<p>Increase the use of materials that represent and affirm students' identities</p> <p>Increase culturally diverse field trips and/or assemblies</p> <p>Continue to increase the amount of culturally diverse texts available in classroom libraries</p>	<p>Student and family surveys: 85% of students will agree or strongly agree to the questions - <i>My classroom library has books that represent my culture, race and gender and I learn about the achievements of people who look like me.</i> (Winter and spring)</p>	<p>Book of the month and other classroom books purchased should be reflective of the culture of the students</p> <p>Money for cultural field trips and/or assemblies for all grades</p>

Commitment 1

		Student roundtables (Ongoing)	<p>Money for ordering additional culturally diverse books for classroom libraries</p> <p>Stipend for chairperson to assist with multicultural assemblies, field trips, and the culminating event</p>
Appoint a Building Community Liaison	<p>Support the principal to encourage and strengthen the building vision and mission statements.</p> <p>Serve as an additional support for students with SEL needs</p> <p>The liaison will work with the principal and PTA to provide assemblies to students that speak to embracing and celebrating diversity.</p>	<p>Student and family surveys: 85% of families will agree or strongly agree to the question - <i>My child feels connected to the school.</i> (Winter and spring)</p> <p>Student roundtables (Ongoing)</p>	<p>Schedule of desired events</p> <p>Money for the liaison position</p> <p>Time to create and review the student and family surveys and their corresponding results</p>
Create an outdoor classroom space	<p>Positive student perception of their school environment can lead to more engaged students and to increased learning. Therefore, Medford Elementary will be implementing two outdoor classroom spaces for students</p>	<p>Student and family surveys: 85% of students will agree or strongly agree to the statement - <i>I feel like my teacher knows the real me.</i> (Winter and spring)</p>	<p>Money for outdoor classroom space</p>

Commitment 1

		Student roundtables (Ongoing)	
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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	<ul style="list-style-type: none"> • My classroom library has books that represent my culture, race, and gender. • I learn about the achievements of people who look like me. • I feel like my teacher knows the real me. 	85% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have diverse materials in my classroom library that represent the culture, race, and genders of the students in my class. • The students have opportunities to learn about the cultures that are represented in our school community and see themselves as part of the community. • I have opportunities to grow and learn about cultural responsiveness. 	85% of students will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • The school values the background and identities of all students. • The school’s programs reflect, respect, and value the diversity of the community. • My child feels connected to the school. 	85% of students will agree or strongly agree

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.

All students will participate in assemblies regarding cultural diversity.

All students will participate in the multi-cultural event, showcasing a project surrounding diversity

All teachers will participate in restorative circles PD at least four times this year.

Classroom libraries will be evaluated and infused with text to ensure diversity.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p><i>We commit to meeting students where they are by utilizing PLCs to leverage student strengths and implement instructional strategies to diverse learning styles.</i></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><i>We believe as a school that in addition to being able to control the school culture and climate, the one thing we can control is instruction, and it is the most powerful lever with a tremendous impact on students' academic performance. To apply that lever accurately and effectively, we must start where our students are and understand what currencies they bring with them. We also know that we must expect to get our students to their goals and build proactive supports to catch them before they fail. In the interviews, students shared that classwork and homework can sometimes be too challenging or, for some, too easy. The results of the Equity Self-Evaluation also revealed that as a school, we need to facilitate teaching and learning practices that enable students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning in meaningful ways. PLCs (teacher teams) have a direct impact on student performance. They will begin by capitalizing on student strengths and then serve as a forum to explore and implement instructional strategies and supports that speak to our students' diverse learning styles with a focus on the implementation of rubrics and vocabulary instruction.</i></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>Start where students are</p>	<p>Teachers will use students’ diagnostic data, observation notes, and information received from parent survey to triangulate the data and determine students’ individual strengths and areas of need.</p>	<p>Teachers will understand what currencies students bring with them to the classroom and use those to acquire intellectual, social, and emotional capital to ensure their success.</p>	<p>Create a master schedule to allow for co-planning and data team meetings.</p> <p>PD and time to review and triangulate data and utilize the instructional groupings available through I-Ready to assist with differentiation and meeting the students where they are.</p>
<p>Implement protocols for teachers to analyze student data and use this to inform their instruction</p>	<p>Principal and chairperson will provide teachers with data protocols and PD around those protocols and data analysis.</p> <p>Principal will create structures and infra structures so grade level teams can meet to utilize protocols.</p>	<p>Grade level teams will utilize data protocols to identify student needs and instructional decisions (October/November)</p> <p>All teachers will have a plan in place for supporting</p>	<p>Time will be required for PD so that all teachers and teacher assistants understand protocols well enough to implement them.</p>

Commitment 2

	<p>Principal will meet individually with teachers each trimester to support their understanding of how to utilize the data to inform instructional planning and its implementation.</p> <p>Teachers will utilize instructional groupings after the first trimester to assist with instructional planning and small group instruction and centers.</p>	<p>individual students based on assessment data.</p>	
After school Level Up Club	<p>Students will be offered the chance to participate in the Level Up Club. This club will be offered in a rotation for those students who are not successfully completing 45 minutes of I-Ready in both reading and math.</p>	<p>All students will successfully complete 45 minutes of I-Ready in both reading and mathematics each week.</p>	<p>Money and staff to chaperone the club.</p>
Action Research around the implementation of rubrics	<p>Teachers will participate in the reading of articles surrounding the impact of utilizing student rubrics and then participate in the seven-step cycle of action research as a method to improve their practice and outcomes for students.</p>	<p>During fair shares, teachers will share the results of the implementation of their new learning.</p>	<p>Time to read and discuss articles. Time to create rubrics. Time for fair shares and the analysis of outcomes.</p>
Focus on vocabulary instruction and students' acquisition of language	<p>Teachers will review the strategies from Vocabulary at the Core (prior book study).</p>	<p>During fair shares, teachers will share their feedback on the various strategies implemented.</p>	<p>PD around Vocabulary at the Core. Time for teachers to plan strategies and implement.</p>

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	<ul style="list-style-type: none"> • My school provides the supports I need to be successful • My school challenges me in what we are learning 	80% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have the resources necessary to engage my students in differentiated instruction to meet their individual needs. • The school makes sure all students experience 	80% of staff will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • My child feels successful at school. • My child receives appropriate instruction 	80% of families will agree or strongly 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.

All students will demonstrate annual typical growth in I Ready for reading and math.
 Student data will be reviewed each trimester for additional reading and math supports.
 All students will complete 45 minutes of I Ready in mathematics and reading each week.

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><i>We commit to deepening connections among students, staff, and the community.</i></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><i>The 21-22 school year presented challenges and disruption to the school experience for students as we dealt with the continued ramifications of Covid-19. Students are continuing to adjust to the changes in learning post-pandemic. In the past years, many students have missed out on extra-curricular activities, field trips, and the social interactions that are part of childhood. Although this year we started to see the revitalization of learning, activities, field trips, heritage night, and more in schools, we will continue to adjust to learning post-Covid-19. We envision a continued strengthening of relationships between teachers, students, parents, and the community now that many Covid-19 restrictions have been lifted. A driving value behind our school is the collective belief that we have a shared responsibility to provide our children with the skills necessary to be socially, emotionally, and academically prepared for middle school and their future. We will seek to prioritize deepening connections among students, staff, and the community.</i></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>Continue to increase communication with families</p>	<p>As a school we will continue to work on strengthening the communication between families and the school. This will be done though</p> <ul style="list-style-type: none"> • Grade level monthly newsletters • Building wide quarterly newsletters • Positive Post-Cards readily available for teachers • Class Parents will be established to build the communication between teacher and all families • School translation services offered at all school events and PTA meetings, to increase participation from Spanish-speaking families • Parent outreach calls three times per year • List of school events for parent volunteers 	<p>A positive response should be noted in parent surveys, that indicates that increase in the communication. 80% of families will agree or strongly agree to - <i>My child receives the support they need for their social emotional success at school and The staff at school cares about my child.</i></p>	<p>Teachers need time to complete the monthly newsletters.</p> <p>Positive note-card templates will be created, and copies requested for all teachers to have readily available.</p> <p>Money to pay for teacher to translate at all school events and PTA meetings</p>

Commitment 3

Appoint a Building Community Liaison	Building Community Liaison will provide general supervision of students in unstructured settings to facilitate affective, positive interactions and restorative practices.	Reduction in suspension and detention rates. Students will be able to identify that conflict is a natural part of life, know how to genuinely accept, and offer an apology.	Time to participate in professional development on restorative practices.
School Clubs	<p>Create opportunities for more after school clubs for students, these clubs can be non-curricular in nature. Ex: cooking club, dance club, walking club etc.</p> <p>A listing of clubs will be provided to parents at back-to-school night, with a choice selection slip for their child's top three choices.</p>	A positive response should be noted in parent and student surveys. 80% of students will agree or strongly agree to the question - <i>I feel like my teacher knows the real me and I can be myself at school.</i>	Money for implementation of various club advisors and materials
Buddy Classes	<p>Classes will buddy to encourage positive communication between all students</p> <p>Second & Fifth Grade, First & Fourth, and Kindergarten & Third Grade will pair up for monthly or bi-monthly peer interaction activities</p>	<p>Positive response should be noted in student and teacher surveys- 80% of families will agree or strongly agree to the survey question - <i>The staff at school cares about my child.</i></p> <p>Additionally, round table conversations with students should reflect a positive environment being built</p>	Teachers will need time to collaborate with their buddy class for planning purposes
Student Voice	Students in upper elementary grades should be able to use their voice to indicate their strengths and areas for improvement	A positive response should be noted for student surveys- 80% of students will agree or strongly agree	Students must begin to be included at their CSEs, whenever possible

Commitment 3

	Principal will invite students to chew and chat to listen to their concerns and suggestions for school	to the question - <i>I can be myself at school and The school has helped me to navigate my emotions</i>	The principal will schedule time for chew and chat
Implementation of Design and Engineering Activities	Students will participate in Design and Engineering challenges each trimester. These challenges facilitate group work, problem solving, as well as mathematical and science skills.	A positive response should be noted on staff and student surveys- 80% of students will agree or strongly agree to the question - <i>I feel like my teacher knows the real me, I can be myself at school, and The school has helped me to navigate my emotions</i>	Money for activities Time for PD around the challenges.

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	<ul style="list-style-type: none"> • I feel like my teacher knows the real me • I can be myself at school • The school has helped me to navigate my emotions 	80% of students will agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> • I have opportunities to grow, learn, and implement SEL • The school values the work I do to support student success 	80% of staff will agree or strongly agree
Family Survey	<ul style="list-style-type: none"> • My child receives the support they need for their social emotional success at school • The staff at school cares about my child 	80% of parents will agree or strongly 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.

All teachers will have students participate in feelings check in to support their feeling part of a community and to assist with self-regulation.

All students will participate in goal setting conferences with classroom teacher at least once every trimester.

Teachers will participate in differentiated professional development regarding SEL, restorative circles, and/or Conscious Discipline.

All students will participate in assemblies surrounding SEL and character development

All students will receive SEL instruction via new curriculum

All 3-5 students will participate in SEL surveys twice a year

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

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?

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		
Staff Survey		
Family Survey		

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.

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	Use of I-Ready
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We will use I-Ready to provide a depiction of student performance in math and ELA in grades K-5 to meet them where they are. The data will be used to have transparent conversations with teachers and families, and it allows students to take ownership of their learning and progress

Evidence-Based Intervention

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	
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
Sharon Deland	Principal
Karla Molina	Social Worker
Barbara Leuly	Teacher
Rosemary Buttacavoli	Teacher
Jessi Sweet	Teacher
Yennifer Taveras Mercado	Humanities Chairperson
Rai Owens	Parent
Doreen Phillips	Parent
Susana Sarmiento	Parent
Teresa Morabito	Teacher

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
<i>Example: 4/6/21</i>			x	x		
5/2 – 5/6	x					
5/10		x				
5/11			x	x		
5/16					x	
5/19					x	
5/23					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 student interviews revealed that the culture of the building is more positive than what was reported last year. Students reported that they feel accepted for who they are, that the teachers are accepting and supportive, that although there are conflicts they do not have a sense that there is bullying going on. They expressed the desire for additional clubs. Students also stressed that they feel that the teachers are not aware of when the work is too challenging or too easy for them. Students expressed their enjoyment for the positive shout outs and certificates awarded throughout the year and their desire that this continues.

Equity Self-Reflection

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

Upon review of the Equity Self-Reflection, it was determined that Medford made tremendous progress in creating a more welcoming and affirming environment as all our signage and PBIS anchor charts are now bilingual. Also, with the additional classroom libraries there are more texts representative of our student population and those representing diversity; however, more needs to be accomplished in this area. Teachers and staff felt that our strengths included our morning meetings, multi-cultural library additions, multi-cultural celebration, newsletter, assemblies, book of the month, SEL surveys, Principal Roundtables, mental health check ins, positive climate signs, and restorative practices. Additionally, the teachers recognized the celebrations of student academic achievement such as the I-Ready progress parade, project-based learning opportunities, and the shout outs for them. They also identified areas of need: more communication between families and school, positive notes home, implementation of circles and calming corners, self-assessment rubrics and goal setting, more student voice and choice, and incorporating vocabulary and assessments in special areas so that students can develop their knowledge and skills.

Next Steps

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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.