



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Patchogue-Medford UFSD	Saxton Middle School	6-8

### Collaboratively Developed By:

**The Saxton Middle School SCEP Development Team; Dr. Michelle Kwon, Ms. Linda Sommer, Ms. Charmaine Fraser, Ms. Marissa Ottavio, Ms. Elizabeth Marro and Ms. Andrea Shellman**

***And in partnership with the staff, students, and families of Saxton Middle School.***

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

### Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to providing opportunities for every student to practice and build social and emotional skills within a school environment where trusting relationships are created and students feel safe, respected, supported, and a true sense of belonging.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The student interviews conducted this spring confirmed our commitment to this priority set in 2021-22. Students indicated appreciation for the opportunities provided to them by the Saxton staff. They feel respected and a part of the school community. Students interviewed expressed their belief that teachers were flexible, attuned to their needs, and willing to provide them with curricular choices, and assessment flexibility. Parents indicated positive responses to questions about their child's level of comfort with the school environment and also expressed the need for greater clarity with communication related to school events, clubs and social opportunities.</p> <p>The Equity Self Reflection tool also revealed positive changes as a result of this priority. The restorative practice circles conducted this year were appreciated by students. We will continue to expand our knowledge of these practices and increase application of these approaches across the school to build the social -emotional foundations that develop problem solving skills.</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?
<b>Provide multiple perspectives or lenses with which to view the world through social events and club experiences</b>	<p>Focus on the social-emotional integration with content and world events.</p> <p><b>Social:</b> Student created and led <i>Club Fairs</i> to promote participation. Young people will recruit other young people to participate through two marketing events, “<i>Club Fairs</i>”, one each semester, These will also promote social interaction and a sense of community. School leadership will create a committee of students and staff to organize the Club Fairs.</p> <p><b>Cognitive:</b> Staff who serve as Club Leaders will develop ways students can consider multiple perspectives within the content and activities of their club.</p>	<p>Increased participation when compared to 2021-22 levels of Club participation.</p> <p>School leaders and the Improvement Team will collect the plans to develop multiple perspectives from each club.</p>	<p>Scheduling time and space for the events.</p> <p>Funding for advertising materials.</p>
<b>Restorative Practices</b>	Restorative Practices time will be built into the student schedule to allow students an opportunity for reflection	School leaders and the Restorative Practices Team will collect qualitative data	Restorative Practice Team- to be created

Commitment 1

	<p>and discussion. Students and teachers will volunteer ideas for discussion/reflection based on restorative and cultural themes with an emphasis on <b>multiple perspectives.</b></p> <p>Students and teachers will participate in restorative discussions to build community and to respond to challenging behaviors. They will engage in a shift in thinking, authentic dialogue, and collaboration of ideas.</p> <p>Students will brainstorm ways to build and maintain a peaceful classroom community. Students will build positive connections with peers.</p> <p>Students will be exposed to multi-cultural activities. Each month students will be introduced to a heritage and identify recognition celebration.</p> <p>Teachers are encouraged to connect restorative practices to their curriculum/ lessons.</p>	<p>provided by students and staff through short survey items that provide feedback on the interest level of students, twice per year. Using this data, curriculum will be created and distributed to building staff.</p> <p>Curriculum will focus on self- awareness, self- management, social awareness, relationship skills, and responsible decision making.</p>	<p>and determined by Dr. Kwon</p> <p>Dean</p> <p>Guidance Counselors</p> <p>Social Workers</p> <p>Psychologist</p> <p>Peer mediations</p> <p>“No Place For Hate” Designation</p>
<p><b>Increase Student Voice and Student Communication Skill</b></p>	<p>Communication skills, with a focus on public speaking and opportunities to increase student voice will be developed through the creation and participation in Public Service Announcements (PSAs). PSAs will be delivered to classrooms and the cafeteria via video production</p>	<p>School Leadership and the Improvement Team will collect data on students’ response to the PSAs and create a self - assessment/reflection for students who participate in</p>	<p>Stipend for Teacher (s)to oversee Public Service Announcements.</p>

Commitment 1

	<p>screens, featuring students and relevant content developed by students. The Video production club will also record relevant topics such as, wearing IDs, Who is your Go to Person? Time Management, school safety, respectful citizenship, School leaders will survey students for interesting topics and invite participants.</p>	<p>delivering PSAs to gauge their communication skill understanding and growth. What have I learned? What ways have I improved?</p>	<p>Scheduling students and staff and providing space for recording.  Ensuring equipment for recording is available.</p>
<b>Utilize Parent Square</b>	<p>Communicate with families and care givers through Parent Square. Require frequent updating of information about events, clubs and social opportunities for students and families.</p>	<p>Positive survey responses from families will be an indicator of success in the spring of 2023.</p>	<p>Technology department will support school leaders in setting up and implementing Parent Square.</p>

Commitment 1

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	S39. I feel welcomed and part of my school. S36. My teachers care about me.	90%
<b>Staff Survey</b>	S61. We have an effective system for developing and building student social- emotional health. S71. Our staff works together to support student social-emotional well-being.	90%
<b>Family Survey</b>	S34. School staff work to support student social-emotional well-being. S40. Teachers support children’s emotional needs, increasing their confidence as learners. F41. Our school actively engages our family in conversations around student needs/progress.	90%

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 1

- A 5% decrease in the number of discipline referrals, and suspensions when compared to previous school years.
- An 5% increase in attendance and fewer students exhibiting chronic absenteeism. Monitored monthly for trends and comparison to previous years' records.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>During the student interviews, students expressed enjoyment related to using choice boards and working on projects with their peers. The improvement team members discussed the need to increase student ownership in the learning process, so students become more engaged and responsible for their learning. Team members recognized the need to continue to offer students a choice in literature and continue to offer culturally relevant materials in all content areas.</p> <p>The team recognizes that when we identify students' needs, we can teach targeted skills with specific learning strategies using differentiated instruction. We will continue to review our curriculum for cultural relevancy and invest in materials that align with our District Vision.</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><b>Review of Curriculum for Rigor, Standards Alignment and Cultural Relevancy</b></p>	<p><b>Humanities-</b> English Department and Social Studies department will analyze one or more units of study and create a collection of supplemental materials that provide cross cultural connections. Examples: poems, art, music, articles, excerpts of text written by diverse authors.</p> <p><b>Math-</b> focus on word problems and discussing changes with names, places, etc. to be rewritten or recreated to be more cultural relevant and sensitive.</p> <p><b>Science</b> will select a specific unit and add culturally relevant supplemental materials.</p>	<p>School and District leaders will ensure cross cultural materials are purchased, collected and available for students.</p>	<p>Coordination between school leaders, District Directors and Department Chairs</p>
<p><b>Building a Culture of Reading</b></p>	<p>Students share reading selections with one another. All staff have been charged with finding opportunities for students to take ownership in their reading and execution</p>	<p>Survey students related to reading twice per year to evaluate change in reading interest. Presentations and exhibitions of student work.</p>	<p>Humanities Director, Saxton Administration, SCEP committee.</p>

Commitment 2

	<p>of the Do Now and the Exit Ticket questions. Students will also be aware of this expectation. If all students and staff give that chance for independence, students will be experiencing this every period each day.</p> <p>Independent Reading/Summer Reading Project. Students will be asked to read and create a QR Code Bookmark for the book. The QR Code Bookmark will be created by students who will record themselves speaking about the book using higher level prompts. These QR codes will be shared with the public library so the community can also hear our students sharing what they are reading.</p>	<p>Community feedback such as the Patchogue Public Library and community members.</p>	
<p><b>Professional Learning: developing student ownership, and self - reflection/assessment of learning and engagement in core classes with an embedded coaching design</b></p>	<p>Professional learning design will include embedded coaching in classrooms and small group collaboration. Topics Include student self- monitoring of progress toward mastery of learning targets and assignments, teacher developed rubrics to make success criteria clear to students, and student engagement strategies to increase learning.</p>	<p>Student and staff feedback will be collected after each quarter.</p>	<p>Funding for PLC Associates, Inc ,  Principal will organize schedule and coordinate with directors and teachers.</p>
<p><b>SAMR Model for Technology</b></p>	<p>Professional Development and administration support in reflecting and learning about the different levels of classroom instruction using technology. Teachers will share how they can move</p>	<p>Curricular meetings, Technology staff support, modeling</p>	<p>Technology Department  Content-area directors</p>

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	up the different levels of the SAMR model.		No Red Ink NearPod Discovery Education Science Grade 6 iReady Administration

## 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)
<b>Student Survey</b>	T16. My teachers present information in a way I understand.	85%
<b>Staff Survey</b>	T45. Students in this school have strategies to track their own learning. T43. Teachers construct classroom activities to ensure high student engagement.	85%
<b>Family Survey</b>	T21. Teachers make classes interesting and engaging.	80%

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.

By June 2023, students will demonstrate growth in reading, as measured by iReady and will demonstrate a 10% increase in performance from the fall administration to the spring administration.

By June 2023, students will demonstrate a 10% increase in proficiency in mathematics, as measured by iReady benchmarks from the baseline assessment in the fall to the spring assessment.

## Commitment 4

## Commitment 4

## Commitment 4



## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Leadership Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	School leadership is second only to teaching in terms of all factors influencing student achievement. Therefore, this evidence-based intervention strategy will support all of the commitments in this plan.

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:

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

**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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	



## 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
??	?					
??		?				
July 6 2022			X	X	X	
July 7 2022			X	X	X	
July ?? (your review)					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 interview process was informative, insightful and helpful in understanding the perspectives of the students, especially their reflection on the previous school year during the pandemic. Interviews with students indicated their interest in making social connections again after a disruptive pandemic experience of remote and hybrid learning. Students offered suggestions for ensuring that all students feel accepted and respected including getting to know and understand one another through group work assignments and building wide social activities. The student responses directly influenced the team's commitments and strategies to reach these priorities.

### Equity Self-Reflection

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

The Equity Self Reflection tool and subsequent discussion allowed us to deeply consider our collective and individual understanding and progress toward each element. The team recognizes the need to ensure that all students feel respected and supported within a welcoming and affirming school environment. Expanding our curricula to include culturally relevant materials along with instructional methods that are culturally responsive are desired. Our plan offers students greater choice in literature and opportunities to expand their voice and social participation in our school community.

## 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.