New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

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, Dr. Christopher Kelly, Mrs. Aimee Keller, Mrs. Elizabeth Marro, Mrs. Linda Sommer, Ms. Christine Vivaldi, Mrs. Charmaine Fraser, Mrs. Jennifer Cohen** *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 and Strategies

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 the 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 2021-22 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.

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 the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- 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
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	**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.**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	We believe that learning is multidimensional, contextual and relational and that the social -emotional health of our students impacts their academic progress and success. We believe adults in the school setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions. The Equity Self-Reflection survey discussion emphasized the need for ensuring that all students feel respected and supported within a welcoming and affirming school environment. 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. During the last school year, we began to learn about and implement restorative practices and 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide multiple perspectives or lenses with which to view the world through social events and classroom lessons.	1. Planning and organizing social events that include participation of all students in order to build relationships and social skills and provide opportunities to understand multiple perspectives and cultural contributions. Activities may include, club fairs, assemblies, family nights, cultural celebrations. 2. This strategy will include a review of curriculum to ensure multiple perspectives are embedded within units of study and lessons.	School leaders will develop a process/structure to monitor attendance monthly. After events, the school will administer and review a student feedback form. A social -emotional survey to measure and monitor student changes will be administered three times during the school year.	Relevant resources that reflect multiple cultures for use in class or during social events. SEL student survey and support from Director of SEL. Support for curriculum review by department Leaders.
Communication Strategies - Accountable Talk, Socratic Seminars	Using Accountable Talk Strategies during class for discussion and group work. Activities such as having Students teach peers by creating Public Service Announcements (PSAs) which model skills related to Accountable Talk.	Self- reflection rubrics for students, Exit tickets to gauge the learning, (ex I used to think…, Now I think….)	Training on Accountable Talk strategies and reflective conversations on more effective Socratic Seminars across content areas during PDP and team periods

Peer Mediation	Students in gr 6 and 7 will be selected to receive training from EAC, to serve as peer mediators to help fellow students solve conflicts.	Collect data on the number of times a student conducts a mediation and the result of the mediation. Trend data: Look for a decreased number of referrals to the Deans as a result of a peer mediation.	Schedule Purchase cost of EAC
Professional Learning	Training in software for PSAs, refresher sessions on Accountable Talk, and Socratic Seminar protocols	Feedback from teachers on the value of the professional learning and their perceptions of student impact as a result of these strategies.	Schedule for professional learning
Restorative Practices, and Circles	Students will share information to peers about Restorative Practices (PSA). Deans will conduct restorative circles.	Collect data on each restorative circle, problems, outcomes, process.	Middle School Deans will receive professional learning
Lions Quest	Guidance Counselors/ Social Workers talk to students about transitions to Middle School	Student feedback on strategies and number of visits to our support center.	SEL Director input and coordination of district wide programs.
Public Service Announcements Presented by Students	As students prepare a Public Service Announcement to benefit the school population, they will gain confidence and build relevant skills in communication, marketing and technology. Related team projects may include creating team centered bulletin boards or surveys for the student body.	Informal feedback from students gained through QR codes (created by students) connected to each project.	Video Production Club and WeVideo

End-of-the-Year Desired Outcomes

School 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	S39. I feel welcomed and part of my school. S36. My teachers care about me.	90%
Staff Survey	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%
Family Survey	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 2021-22 school year.
- A decrease in the number of discipline referrals, and suspensions when compared to previous school years.   - Quantitative and qualitative data collected related to the impact of Restorative Circles   - An increase in attendance and fewer students exhibiting chronic absenteeism. Monitored monthly for trends and comparison to previous years' records.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	The school improvement team recognizes the high impact and evidence- based outcomes of project -based learning as a way to increase student engagement, problem solving ability and communication skills. The team also recognizes that when we identify students' needs, we can teach targeted skills with specific learning strategies using differentiated instruction. During the student interviews, students expressed enjoyment related to using choice boards and working on projects with their peers. During the discussion related to the elements in the Equity Self-Reflection survey, team members recognized the need to offer students choices in literature, and project content and to co-design with their teacher, a pathway to complete a final product (choice of process).

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Project Based Learning opportunities at every grade level	Team based, cross curricular. Each team begins with the project -based learning lessons previously created and expands/revises the projects, including student choice, inquiry-based designs and questioning strategies.	Locally developed performance -based rubrics administered after each project that measure progress toward meeting NYS standards	Supplies and curricular resources for student projects.
Student Ownership of Learning, Authentic Assessments, Success Criteria Rubrics	Student self-reflection and student self-monitoring of progress toward mastery of learning targets and assignments. Teacher developed rubrics to make success criteria clear to students.	Student and staff feedback after each grading quarter.	Dept. Meetings, Common planning periods, PDP time.
Vocabulary development in all content areas	Elevate language in our own teaching. Collect questions with higher order vocabulary in One Note to share bank of questions. Create academic vocabulary list, word walls, include vocabulary expectations within a rubric/assessment criterion. Graffiti Walls in classrooms and corridors using academic or interesting vocabulary	iReady assessment of vocabulary comparing fall to end of year data. Feedback from teachers	Support from department leaders and Directors for content specific vocabulary lists
Data Team- collect, analyze and	Using the iReady Diagnostics (Reading & Math) which are provided for the	Using the iReady Diagnostic to gauge stretch growth by	Support from Director, Department Leaders,

communicate student data from multitude of assessment tools.	students three (3) times a year. Fall, Midyear & Spring. Student & Staff Survey (September) aligning with the building commitments	10% from the fall to the spring. Having 85% of our students participate in an activity outside of the classroom Improvement of attendance rates to 95%	Support Staff and Data team to assist goals.
Review student literature to expand culturally relevant materials	Departments and Library Media Specialist will review current materials and enhance the collection	Student usage of library books & media.	Support from Directors and department leaders
Professional Learning	PBL PDP in September Refresher sessions on rubric development, and success criteria with opportunities to share ideas and materials across teams.	Feedback from staff related to each PD	Professional Development classes

End-of-the-Year Desired Outcomes

School 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	T16. My teachers present information in a way I understand.	85%
Staff Survey	C35. We work together across grade levels and content areas in order to provide an integrated approach to student learning. T45. Students in this school have strategies to track their own learning. C27. Teachers actively use data to differentiate instruction. T43. Teachers construct classroom activities to ensure high student engagement.	85%
Family Survey	T21. Teachers make classes interesting and engaging.	85%

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 2021-22 school year.

By June 2022, 75% of students will meet expectations as measured by a locally developed, performance -based rubric for a performance-based project in each grade level.

By June 2022, 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 2022, 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 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School 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		
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 2021-22 school year.

Commitment 3

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 2021-22?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School 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		
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 2021-22 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	Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	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. -

☐ 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
Dr. Michelle Kwon	Principal
Dr. Christopher Kelly	Assistant Principal
Mrs. Jennifer Cohen	Parent
Mrs. Charmaine Fraser	Parent
Mrs. Aimee Keller	Teacher
Mrs. Elizabeth Marro	Teacher
Mrs. Linda Sommer	Teacher
Ms. Christine Vivaldi	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

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	Completing the" Leveraging Resources" document
6/14-18/21	X					
6/21/21		X	X			
7/6/21			X	X	X	
7/7/21			X	X	X	
7/9/21				X	X	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 project content and opportunities to co-design, with their teacher, appropriate pathways to complete a final product.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.