New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Longwood Central School District	Longwood Middle School	5 and 6

Collaboratively Developed By:
The Longwood Middle School SCEP Development Team Yvette Mercado-Tilley Martine Francois-DePass Morgan Costantino Shardae Cunningham Amy Kelly Bridget De Lutio Jennifer Lyons *And in partnership with the staff, students, and families of Longwood 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 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 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

What is one commitment we will promote for 2022-23?	We commit to strengthening relationships within our school community. This includes ***Peer to Peer** ***Students with Adults** *(this includes administration, teachers, nurses, monitors/aides, janitors, secretaries, staff assistants, cafeteria staff...etc)* ***Parents/Guardians with School Staff.**
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 our school community needs to feel safe, respected, and have a true sense of belonging. Relationships are vital. In order for students to be successful, strong ties are needed between students, teachers/staff, and a home and school connection. Students expressed in interviews that although they feel comfortable speaking with their teachers about their learning, they would like teachers to consider their opinions more often, build relationships with them, and listen more intently. They expressed the desire for teachers to know more about them personally but found it difficult to identify ways in which they could be supported by staff. In some cases, students stated that they did not always know who to turn to support their emotional, social and physical wellness. Based on the data from examining the two surveys (Student survey and Equity Self-reflection Survey) it appears that the building school community is still indicated as "integrating" in response to fostering close relationships with students and families, including working with families to gather insight into students' cultures, goals and learning preferences. Our performance is growing in relation to this topic of relationship building.

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?
Restorative Practices	1. Conducting restorative circles to build relationships 2. Restorative training/professional development for faculty and staff (including staff assistants) and students 3. Daily use of restorative practices in the classroom 4. Using a restorative approach to discipline 5. Using a restorative approach as a form of conflict resolution 6. Parent workshop on restorative practices	1. Talking with students, staff, and parents 2. SWIS data (decrease in referrals) 3. Student polls, staff, and check-ins, (created by the SCEP committee & administered at the beginning and end of the school year)	1. Continue SCEP committee to meet throughout the school year to assess the SWIS data, monitor progress, and create a survey to assess commitment implementation 2. Time 3. Professional development 4. Developing student

			practices 5. Restorative Coaches 6. Daily commitment from staff
Community Building Expectations	1. Mental health & SEL Coach will send out a Google Form offering support in implementing community building activities or exercises. 2. BR3 will be broken down by area (cafeteria, bathrooms, hallways, classrooms, playground, buses, and all open areas). 3. All classrooms will have consistent guidelines with clear expectations that will be posted, modeled, practiced, and implemented throughout the building and revisited throughout the year. 4. House Talks to promote positive school culture.	1. Student Polls, Staff, Check-Ins, and Parent/Family Surveys (created by the SCEP committee & administered at the beginning and end of the school year)	2. BR3 posters created and posted throughout the building in all designated areas. 3. Google Form 4. Building schedule for rotations through all BR3 areas. 5. Train select students and select staff to facilitate rotations. 6. SEL Coach 7. House Talks

Check-in/Check-out (CICO)	1. Revisit last year's list of facilitators. Recruit, if necessary. 2. Students identified through the MTSS process or those with a BSP/BIP. 3. Pairing of 5th and 6th-grade students with teachers, Wellness Team members, or staff. 4. CICO intervention check in at the beginning and end of each day. 5. Review data to see if the student has met the goal; if so, they will be phased out.	1. SWIS data (referrals) 2. CICO data (daily percentages) 3. Student and staff survey	1. CICO forms (triplicate) 2. Greeters 3. CICO portion of SWIS 4. Certificates for students who have phased out 5. MTSS meetings every 6-8 weeks
Student Groups: ➢ Longwood Leaders of Tomorrow (LLT) ➢ Student Government (SG) ➢ My Brother's Keeper (MBK) ➢ My Sister's Keeper (MSK) ➢ Clubs ➢ Intramurals	1. Teacher facilitators, bussing, registration, parent notification (for clubs & intramurals)	1. Talking with staff, students and parents. (re: MBK, MSK, LLT, SG) 2. Pre and Post Polls (for clubs & intramurals) that would seek to find out the student's comfort level	1. Student Poll 2. Time 3. Equipment 4. Parent notification (i.e. Parent Square, Facebook, District Website, Flyer, etc.) 5. Teacher facilitators

		before and after joining the club	
Family Engagement Activities/Events	1. Parent/Guardian Interest Inventory (to find out what possible events parents would be interested in attending - given during the Open House) 2. Student Interest Inventory (Sept.) 3. Plan events based on interest inventory	Attendance	1. PTA 2. Surveys 3. Materials for the various events 4. Events Committee to help plan events 5. Activity Advisors

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 Polls & Surveys	"I have at least one close, positive friend at school." "I feel like at least one adult in the building knows the real me." "I know who I can go to in school if I need help or someone to talk to."	Increasing "yes" answers by 10%.
Staff Check-Ins	"I feel like my students have developed a sense of community within our classroom." "I feel like I know the majority of my students on a personal level."	Increasing "yes" answers by 10%.
Family Surveys	"I feel like my child has made close and trusting relationships with peers." "I feel like my child's teacher has taken the time to truly get to know my son/daughter."	Increasing "yes" answers by 10%.

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.
➢ Decrease in the number of disciplinary referrals (ODR, Bus Referrals) in comparison to the 2021/2022 school year.   ➢ Increase in student attendance in comparison to the 2021/2022 school year.   ➢ Biannual student survey reports

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to developing and fostering an environment where every member of the school community feels safe, respected, supported, and has 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 this commitment aligns with the building and district-level goals to ensure that all community members have access to school events and resources, and feel connected to the work of the district. We commit to developing and fostering an environment where every member of the school community feels safe, respected, supported, and has a true sense of belonging. Within the surveys, students expressed a desire to have more inclusive activities to connect with other students and staff throughout the school. It is our goal to continue to create opportunities and further develop systems to regularly incorporate student and staff voices and choices to ensure a sense of belonging. In order to continue to develop relationships within the school community, it is necessary 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?
"Who Can I Go To for Help?" **Flowchart of who students can turn to when in need of assistance.**	1. Flowchart is created for students to show levels of support and where those supports are located. 2. Support staff emails will be provided on the flowchart for setting up appointments.	1. Students attendance with mental health staff	1. Flow-chart 2. Staff emails
Student Groups: ➢ Longwood Leaders of Tomorrow (LLT) ➢ Student Government (SG) ➢ My Brother's Keeper (MBK) ➢ My Sister's Keeper (MSK) ➢ Clubs ➢ Intramurals	1. Teacher facilitators, bussing, registration, parent notification (Clubs & intramurals)	1. Talking with staff, students and parents. (re: MBK, MSK, LLT, SG) 2. Pre and Post polls (for clubs & intramurals) that would ask students their	1. Student Poll 2. Time 3. Equipment 4. Parent notification (Parent Square, Facebook, District Website,

		level of comfort before and after.	Flyers…etc) 5. Teacher facilitators
Family Engagement Activities/Events	1. Parent/Guardian Interest Inventory (to find out what possible events parents would be interested in attending - given during the Open House) 2. Student Interest Inventory (Sept.) 3. Plan events based on interest inventory	Attendance	1. PTA 2. Surveys 3. Materials for the various events 4. Facilitators 5. Events 6. Committee to help plan events 6. Activity Advisors
PBIS Events	1. PBIS-sponsored events (with a possibility of mixing different teams from different houses on similar days) 2. Bring back the PBIS Student Ambassadors to act as leaders and liaisons between classrooms.	Student Poll	1. PBIS Building Coaches 2. PBIS Committee Members 3. Pride tickets 4. PBIS Events 5. PBIS Student Ambassadors

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	"I know who I can go to in school if I need help, or someone to talk to."	Increasing "yes" answers by 10%.
Staff Survey	"I feel like my students have developed a sense of community within our classroom." "I feel like students will come to me when they need help or someone to talk to within the building."	Increasing "yes" answers by 10%.
Family Survey	"My child is able to identify an adult in the school building whom they could go to for help and support." "I feel like my child's teacher has taken the time to truly get to know my son/daughter."	Increasing "yes" answers by 10%.

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.
Decrease in the number of disciplinary referrals (ODR, Bus Referrals) in comparison to the 202120/22 school year.
Increase in student attendance in comparison to the 2021/2022 school year.
Biannual student survey reports

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.

X 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	Restorative Practices and Instructional Coaches
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Restorative Practices will support our first commitment to strengthen relationships and to reduce suspensions. Instructional coaches will support academic initiatives.

☐ 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
Yvette Mercado-Tilley	Principal
Martine Francois-DePass	Assistant Principal
Morgan Costantino	Teacher
Shardae Cunningham	Social Worker
Amy Kelly	Teacher
Bridget De Lutio	Parent
Jennifer Lyons	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
5/4/2022		X				
5/5/2022			X			
6/2/2022	X					
6/3/2022	X					
6/6/2022	X					
6/7/2022	X					
7/6/2022			X	X	X	
7/11/2022			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 interviews helped to drive the team's plan in that there were several responses to the questions that were posed where many students shared that they did not feel a sense of connection throughout the school. Based on the student responses, it appeared that many students felt that we were lacking as a whole school community in terms of developing deep relationships within the building, especially with the teachers, which in turn helps to foster a sense of belonging. For these reasons, we chose those two areas as our commitments to focus on for the 2022-2023 school year.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-Reflection helped to inform the team's plan in that while it showed we, as a school community do have some structures in place to help develop and foster relationships, there were still several areas for growth that were identified. By focusing on developing relationships and fostering a sense of community as our commitments, we will be able to continue to grow in those areas that need strengthening.

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.