

School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Sweet Home CSD	Sweet Home Middle School	6-8

Collaboratively Developed By:

The **Sweet Home Middle School** SCEP Development Team

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

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2025-26?	Commitment to promoting Social-Emotional Wellness and a positive school culture.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	Middle school is a transformative period in a young person's life—academically, socially, and emotionally. Students in grades 6–8 are navigating identity formation, peer relationships, increased academic pressure, and rapid developmental changes. These years often set the tone for a student's long-term engagement and success in school. When schools prioritize social-emotional wellness and cultivate a positive school climate, students are more likely to: • Feel safe and connected • Build healthy relationships • Engage in learning • Show resilience in the face of challenges • Develop empathy, self-awareness, and responsible decision-making This commitment responds directly to rising concerns around adolescent mental health, school safety, and behavior challenges post-pandemic.

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?
Implementation of a Schoolwide LiM Lessons	Teaching 10-12 Leader in Me lessons to all students during Panther Time in grades 7 and 8, and Social Studies for grade 6. There will be 1-2 lessons per month.	Students will create a digital leadership notebook. There is also a student checklist with items for each month.	- Leader in Me website, Tech Coach support for school-wide Schoology course
Mental Health Supports	- Offer wellness check-ins or screeners to identify students in need. - Provide professional development for staff on trauma-informed practices.	At least 95% of students will complete a wellness screener by the end of each semester. School-based support teams will identify and follow up with 100% of students flagged as at-risk within two weeks of screening.	- Access to BESS and Aimsweb+ platform - Licenses for each student - Tech support for administration - PD for staff on the screener
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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	- Use MRA responses in School Belonging, School Climate, and Trusted Relationships.	75 or greater
Staff Survey	- Use MRA responses in Staff Voice, Student-led Practices, and Collective Efficacy.	75 or greater
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 2025-26 school year.
- Student creation of leadership notebooks and LEAD time tracker. - MRA data looking at specific points referenced above.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-26?	Commitment to Cultivating Student Leadership and Voice to Strengthen School Culture and Academic Ownership.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • 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?	Based on MRA Results: Based on our 2024–25 MRA results, student and staff feedback indicated areas for growth in: • Student Goal Support - Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement. • School & Family Partnerships - Teachers feel like most students' families/caregivers engage as partners in their child's learning. • Family Engagement - Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. These results reflect a need to more intentionally engage students as leaders in their learning, in the school community, and in shaping a positive school climate.

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?
Student Leadership and Voice	- Use student surveys and forums to inform school decisions. - Encourage student-led activities that promote kindness, inclusion, and mental health awareness.	- Use MRA responses in Student Empowerment and School Belonging questions.	- LiM website - MRA Survey
Recognition of Strengths and Contributions	- Launch systems to regularly celebrate students' academic, social, and emotional growth. - Highlight diverse student talents through showcases, exhibitions, and events.	- Rebrand "Student of the Week" to align to LiM areas of focus and WIGS for the school. - Look for a new event to showcase student success, such as an Art show or other opportunity.	- Incentives for celebrations such as field trips, snack coupons, SH gear, activity night tickets, etc. - An online celebration in the newsletter for staff and families.
Student-Led Learning and Goal Setting	- Embed goal-setting and leadership notebooks in	- Create a school-wide course in Schoology	- Support from Tech Coach

Commitment 2

	Panther time (grades 7 and 8) or content class grade 6.	with a digital notebook.	- Scheduled check-ins with Panther Time teachers - Monthly lesson calendar for all grade levels.
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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	- Use MRA responses in Student Empowerment and School Belonging questions.	75 or greater
Staff Survey		
Family Survey	- Use MRA responses in Family Engagement, School & Family Partnership, and Community Engagement. - Develop open open-ended survey or comment box for parents - quarter-based text reminder.	70 or greater

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 2025-26 school year.

Commitment 2

- MRA Results Targeted questions
- Student submission of digital notebooks

Our Team's Process

Background

Each school's SCEP must be developed in consultation with parents and school staff.

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
Natasa Popovic	Assistant Principal
Marissa Dauria	Principal
Michelle Thorpe	Parent/PTSA Member
Sarah Nichter	Parent/PTSA Member
Tiffany Imerese	Parent/PTSA Member
Dawn Kauderer-Kromer	Teacher
Kristen Noltee	Teacher
Lindsay Crimmins	Teacher
Lisa Mangione	Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students (focus group data)
2. Reviewing Multiple Sources of Data and Feedback
3. Clarifying Priorities and Considering How They Connect to School Values
4. Writing the Plan
5. 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	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
5/21/25 - BLT meeting		X			
6/2/25 - PTSA Meeting			X		
4/28/25 - Student Advisory lunch	X				
6/25/25 - PTSA Review		X			
6/26/25 - committee review			X	X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews - What did you learn from the students?

Describe how the Student Interview process informed the team's plan

During the superintendent council lunch sessions, we learned what students valued in our school. We also learned about what areas of the school students wish to change and some challenges the students face. This conversation showed student desire to have more voice in the school.

