



School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Sweet Home	Maplemere Elementary School	K-5

Collaboratively Developed By:

Maplemere SCEP Development Team:

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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 (focus groups data for this round could be used), 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 2024-25 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, 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>

- [Culture of Belonging Guiding questions](#), please make a copy of this template before using.
- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [How Learning Happens](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)
- [Culture of Belonging Guiding Questions](#)

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2025-26?	Maplemere Elementary School will be exploring opportunities to support our students' social-emotional growth.
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>	• This goal will help us promote a proactive approach to addressing specific mental health needs of our students (Habit #1, #2, #7). This is part of the third goal of the district strategic plan. • We are committing to this work because of the evolving needs of our schools and new resources provided by the district (BESS assessment). • This focus area fits with prior years' commitments in our MTSSi updates/implementation.

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?
Maplemere will begin to administer the BESS assessment in third grade.	Champions will receive training and support administering the mental health screener. Students will be assessed 2 (October/January) times per year.	- Identify at risk students who are suffering emotionally. - Provide additional mental health resources for students and their families (through the Family Support Center and SET).	- Student licenses for the BESS assessment. Assessment schedule will be identified at the district level and mirror that of the other elementary buildings. - We will collaborate and look for feedback from our colleagues at Glendale who have already started utilizing the assessment.
Maplemere will continue to learn and implement restorative practices/communitiy circles.	Champions will study and collaborate around grade level restorative practices. Each grade level will participate in multiple circles each trimester.	- Students will have a platform to express their emotions. - Classroom communities will be interdependent.	- Restorative Practice training - Use of instructional time
Maplemere will evaluate the different interventions available to meet those needing additional support.	Maplemere will assess and implement building-wide different levels of intervention for those students struggling socially & emotionally.	Students will have a diverse set of interventions made available if/when they are not growing	- Teacher coverage for SST meetings. - SET Collaboration Time
Maplemere will continue to utilize the Leader in Me curriculum.	Maplemere will implement the core area habit lessons identified from the Leader in Me curriculum team.	- Students will have exposure to the curriculum at every grade level. - Students will be introduced to new lessons.	- Access to the LinM website resources - District designed scope and sequence (for each grade level)

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	Does Maplemere regularly check in on how you are feeling? When you are having a difficult time do you have someone you can go to for help? Do you know who you should go to?	85% or higher
Staff Survey	Can Maplemere ES identify and intervene (when necessary) at-risk students?	85% or higher
Family Survey	Is your child cared for beyond their academics? Do you feel as if your child is being given the tools to support them when they transition to the Middle School?	90% or higher

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 2025-2026 school year.

- BESS Assessment Results
- Intervention/Progress Monitoring Data
- Restorative Practice Survey

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	Signature
James Ryan	Principal	
Robert Lynch	Teacher-Art	
Carrie Bonghi	Teacher-Special Education	
Julie Roberto	TOSA-Literacy Coach	
Carin Silsby	Parent	
Sarah Nowak	Teacher-4th Grade	
Jessica Andriatch	Teacher-4th Grade	
Sharrie Scully	Teacher-3rd Grade	
Susan Wattle	Teacher Aide	
Bonnie Lorentz	TOSA-Math Coach	
Julie Taboni	Teacher-Kindergarten	
Rachel Campbell	Teacher-ENL	
Karen Barrett	Senior Clerk Typist	

Our Team's Process
Creating a Sense of Belonging Through Inclusion
School Self Assessment - Guiding Questions Used

Please list the categories and guiding questions used to guide the development of this plan. Please list the questions *only*.

Is our building meeting the social-emotional needs of our students?
Can we identify what students need additional emotional support (especially those who may not present that need)?
What systems/interventions do we have in place based on the data?
What role does each staff member play in facilitating those interventions?

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
<i>Example: 4/6/25</i>		x	x		
4/23/2025		x	x	x	x
5/21/2025		x	x	x	x
6/18/2025	x	x	x	x	