



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Wilson Central School District	Wilson Middle School	6-8

Collaboratively Developed By:

The Wilson Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Wilson Central School District.

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 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 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Increase Mental Health Supports</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <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> 	<p>The District is committed to the Health and well-being of all students.</p> <p>This commitment emerged:</p> <ul style="list-style-type: none"> - due to the impact if COVID-19 on students accessibility to supports, services, social interactions, and extracurricular activities - increased need for mental health services for all students, staff, and families - increase in chronic absenteeism <p>How Learning Happens:</p> <ul style="list-style-type: none"> - Multidimensional - social emotional and cognitive learning develop together and students are more likely to achieve academic success. - Contextual - brain development if affected by one's environment, resources, and relationships - Relational - increasing supportive human connections <p>Equity Self-Reflection - Emerging Category</p> <ul style="list-style-type: none"> - Prioritizing social-emotional learning <p>Right Commitment for 21-22</p> <ul style="list-style-type: none"> - District Social Emotional Recovery from COVID-19 <p>WCSD Long term plans:</p> <ul style="list-style-type: none"> - Creating robust Family and Student Support Services

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Creation of Family and Student Support Center</p>	<p>Hiring 1.0 FTE Social Worker</p> <ul style="list-style-type: none"> - support new social-emotional initiatives - support improving student attendance - support development of Diversity Awareness team(s) 	<ul style="list-style-type: none"> - Increasing # of students receiving access to mental health supports - Monthly staff meetings to discuss goals, progress, needs - Daily check-in with Director and staff - Student, parent, staff surveys to explore needs - On-going referral and discharge process - Monthly communication and collaboration meeting - Decrease in chronic absenteeism 	<ul style="list-style-type: none"> - Newly remodeled classroom for Support Center - Materials and supplies for Support Center - Social Worker, Director of Special Education, clerical staff, Guidance Counselors, and BOCES support staff - Technology for new hire - Supplies and materials for new hire

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	The Student/Family Support Center has provided help for me or my family this year.	85%
Staff Survey	I have referred a student/family to the Student/Family Support Center or requested information from	85%
Family Survey	The Student/Family Support Center has provided help for me or my family this year.	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.
We believe that a fully functioning Student and Family Support Center by the end of the 21-22 school year will assist our District in making progress toward Commitment 1.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Diversity Awareness Communities</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <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> 	<p>The District is committed to being a welcoming and affirming environment for all students, staff, and the community.</p> <p>The commitment emerged:</p> <ul style="list-style-type: none"> - changing diversity of students, staff, and the community population and their needs - Needs Assessment survey responses <p>How Learning Happens:</p> <ul style="list-style-type: none"> - Multidimensional - feeling safe and respected enhances the ability to learn - Contextual - racial, cultural, and individual identities play an important role in social, emotional, and cognitive development - Relational - Adults implicit and explicit beliefs about and relations to discrimination and oppression affect their interactions with young people <p>Equity Self Reflection - Emerging Category</p> <ul style="list-style-type: none"> - Highlighting materials that represent and affirm student identities - Establish inclusive spaces for all students <p>Right Commitment for 21-22</p> <ul style="list-style-type: none"> - Creating spaces for exploration, understanding, and respect for all members of the Wilson Central School District community will enhance learning and overall safety and well-being. <p>WCSD long term plan:</p>

Commitment 2

- Welcoming and affirming environment for all with continued assessment and development by the Diversity Awareness Communities.

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Diversity Awareness Communities</p>	<ul style="list-style-type: none"> ● Creating the WCSD Diversity Communities (Teams) - Team names to be determined by groups <ul style="list-style-type: none"> ○ Create subgroups to explore ways to enhance instruction, awareness, etc. for each subgroup ● Develop District Policy for Diversity Awareness in relation to instruction, professional development, services, and supports ● Provide Professional Development for staff 	<ul style="list-style-type: none"> - Successful creation of Diversity Teams - Staff participation in Professional Development 	<ul style="list-style-type: none"> - Monthly Diversity Team meetings in Conference Rooms - Money for Professional Development Providers - Money for substitute teacher (approx 2 days)

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel safe and respected in my learning environment.	85%
Staff Survey	I have incorporated an engaging project into my curriculum that encourages cultural/individual identity development.	85%
Family Survey	My child feels safe and respected in their learning environment.	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.
Every student and staff member of the Wilson Central School District will participate in an activity/assignment/professional development opportunity related to diversity awareness.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Professional Development Opportunities</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <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> 	<p>The Wilson Central School District is committed to all students' mastery of NYS standards.</p> <p>This priority emerged:</p> <ul style="list-style-type: none"> - time restrictions due to digital COVID-19 responsibilities - creation of District Curriculum Coordinator position - District goal - curriculum mapping - need for additional Academic Intervention for at-risk learner due to COVID-19 <p>How Learning happens:</p> <ul style="list-style-type: none"> - Multidimensional - learning is cognitive, the ability to think, reason, and solve problems depends on understanding - Contextual - learning happens all the time, anywhere - Relational - adults in school settings play a key role in helping young people learn and grow <p>Equity Self-reflection - Emerging Category</p> <ul style="list-style-type: none"> - Learning communities - Training opportunities - Cross-curricular forums for planning, drafting, mapping, and aligning <p>Right commitment for 21-22</p> <ul style="list-style-type: none"> - Shift instructional focus from reactive COVID-19 planning to research-based, evidence-based supports, planning, and instruction.

Commitment 3

WCSD long term plan:

- Continue to support educator's growth in maintaining high expectations and developing rigorous instruction while supporting the needs of the District's diverse learners.

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide meaningful Professional Development to staff</p> <ul style="list-style-type: none"> - Curriculum mapping - Academic Intervention Services 	<ul style="list-style-type: none"> - Professional Development provided by outside agencies (i.e. BOCES) to complete curriculum mapping - Professional Development for staff implementing Academic Intervention Services 	<ul style="list-style-type: none"> - Completion of course/grade curriculum maps - Posting of maps on District website - Implementation of more robust Academic Intervention services - Professional Development surveys 	<ul style="list-style-type: none"> - All staff participation - \$ for substitutes - \$ for Professional Development Providers - Tech support for site development

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Have you received additional academic support in subjects/content you find difficult?	70%
Staff Survey	I participated in meaningful Professional Development.	90%
Family Survey	My child received additional academic support services in an identified area of need.	70%

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.
The Wilson Central School District will strive to provide Professional Development to all staff providing AIS services.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2 - Diversity Awareness

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	Full time Social Worker
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 - Mental Health

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

Pivoting during a Pandemic: School Social Work Practice with Families during COVID-19

Ashley-Marie H Daftary, Erin P Sugrue, Brian D Gustman, Stephanie Lechuga-Peña

Children & Schools, Volume 43, Issue 2, April 2021, Pages 71–78, <https://doi.org/10.1093/cs/cdab005>

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
Timothy Carter	Superintendent
Scott Benton	Admin
Amanda Schaus	Admin
Denise Phillips	Guidance Counselor
Alison Faery	Guidance Counselor
Allan Scarpine	Technology Teacher
Daniel Lucinski	Special Education Teacher
Ryan Friedrich	Special Education Teacher
Theresa Reagan	General Education Teacher
Tara Wass	Special Education Teacher
Alexandra Bubar	Student
Tami Day	Parent
Karen Aloisio	General Education Teacher
Lisa COnдино	Special Education Teacher
Maegan Zeller	Special Education Teacher
Bonnie Simpson	Technology Coordinator
Corey McCarthy	Foreign Language instructor
Marcita Schank	CSEA President

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
01/04/2021-01/15/2021	X					
02/09/2021		X	X			
02/24/2021			X	X		
05/25/2021			X			
05/28/2021				X		
07/16/2021-07/22/2021					X	
07/23/2021						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

Student interviews allowed the team to validate and prioritize student needs rather than using information gathered digitally. Students were able to expand on their feelings and responses and provide the team with feedback and future ideas for support and services.

Equity Self-Reflection

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

The Equity Self-Reflection was a key driver in the SCEP development and provided a springboard for identifying and prioritizing commitments.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.