



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Wilson Central School District	Wilson MS/HS	6-12

Collaboratively Developed By:

The Wilson Central School SCEP Development Team

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And in partnership with the staff, students, and families of Wilson High/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 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 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

<p>What is one commitment we will promote for 2022-23?</p>	<p>Increasing 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. This Priority emerged:</p> <ul style="list-style-type: none"> - due to the impact if COVID-19 on students and families accessibility to supports, services, social interactions, and extracurricular activities - increased need for mental health services for all students, staff, and families - increase in general school anxiety and increase in reported mood disorders <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 22-23</p> <ul style="list-style-type: none"> - District Social Emotional Recovery from COVID-19 and strengthening overall District Mental Health supports for all stakeholders <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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continued Development of the Family and Student Support Centers</p>	<p>Maintain 1.0 FTE Social Worker Hire</p> <ul style="list-style-type: none"> - support new social-emotional initiatives - support improving student attendance - support continued work of Equity in Education team - Increasing # of students receiving access to mental health supports - Monthly staff meetings to discuss goals, progress, needs - Daily check-in with Director and staff 	<ul style="list-style-type: none"> - Student, parent, staff surveys to explore needs - On-going referral and discharge process - Monthly communication and collaboration meeting - Decrease in chronic absenteeism - Social Worker 	<p>Staff: Director of Special Education, clerical staff, Guidance Counselors, and Social Worker</p> <p>Materials:</p> <ul style="list-style-type: none"> -Supplies and materials for Family and Student Supports -Furniture and supplies for Outside agency use office -Furniture and supplies for Guidance Center Conference Room

Commitment 1

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	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 2022-23 school year.

We believe by completing the plans for a fully functioning Student and Family Support Center, the continuation of a 1.0 FTE Social Worker, and expanding our school/community partnerships will assist our District in making progress toward Commitment 1.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Equity in Education</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 priority 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 - Communicating correctly and openly about gender, race, and sexual identity in safe spaces with staff. <p>Right Commitment for 22-23</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> <ul style="list-style-type: none"> - Welcoming and affirming environment for all with continued assessment and continued development of the Equity in Education Advisory Team .

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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Equity in Education</p>	<p>Creating the WCSD Equity in Education Advisory Team</p> <ul style="list-style-type: none"> - Meet bi-weekly and then monthly to develop priorities and focus for the 22-23 school year with the group. - Review District Policy for Diversity Awareness in relation to instruction, professional development, services, and supports - Provide Professional Development for staff 	<p>Maintain the participation of the Equity in Education Advisory Group and gain members</p> <p>Staff participation in Professional Development</p>	<ul style="list-style-type: none"> - Monthly Equity in Education Advisory meetings in Conference Rooms - Money for Professional Development Providers - Money for substitute teacher (approx 2 days) - Money for Equity in Education events held and supported by the Advisory group in school and at community events

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 <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 2022-23 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 2022-23?</p>	<p>Professional Development - Academic Intervention Services and Curriculum</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"> - continued support of District Curriculum Coordinator position - District goal - Academic Intervention Services and Literacy - Closing the instructional gaps from 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 <ul style="list-style-type: none"> - 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 - Developing a congruent literacy and writing plan for K-12 students <p>Right commitment for 21-22</p> <ul style="list-style-type: none"> - Literacy and Writing initiatives that are research-based and evidence-based and allow for planning, and instruction to reflect new initiatives. <p>WCSD long term plan:</p> <ul style="list-style-type: none"> - 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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide meaningful Professional Development to staff - Academic Intervention and Literacy</p>	<p>Continued growth and development of the 21-22 Priority - Strengthening AIS services</p> <p>Researching, Designing, and Implementing Literacy and Writing Program K-12</p> <p>Continued support of Interactive Evaluation Process</p>	<p>All Staff Participation</p> <p>Decrease in students identified in need of Special Education due to increased supports through AIS</p> <p>Efficient evaluation process for at-risk learners</p>	<ul style="list-style-type: none"> - Professional Development for staff implementing Academic Intervention Services - Completion of course/grade curriculum maps - Posting of maps on District website - Implementation of more robust Academic Intervention services - - Professional Development <u>surveys</u> - All staff participation - \$ for substitutes

Commitment 3

			<ul style="list-style-type: none">- \$ for Professional Development Providers- Tech support for site development
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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 <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 2022-23 school year.
The Wilson Central School District will strive to provide Professional Development to all staff providing AIS services.
The Wilson Central School District will strive to support students, staff, and teachers in the alignment and development of research-based curriculum.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2 – Equity in Education

Evidence-Based Intervention

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
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	<i>Pivoting during a Pandemic: School Social Work Practice with Families during COVID-19</i> 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	Principal
Paul Galgovich	Principal
John Diodate	Principal
Amanda Schaus	Director of Student Services
Amy Seeley	Coordinator of Curriculum
Denise Phillips	Guidance Counselor
Morgan Taylor	Social Worker
Carolyn Oliveri	Business Administrator
Jackie Hardy	Elementary School Teacher
Kate Peck	Elementary School Teacher
Jill Wagner	Parent
Tracy Kent	BOE Member
Bonnie Simpson	Technology Coordinator
Corey McCarthy	MS/HS Teacher
Scott Harvey	MS/HS 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 (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
10/20/2021		X				
01/10/2022-01/14/2022	X					
01/26/2022			X	X		
03/16/2022			X	X		
05/18/2022					X	
08/18/2022					X	
09/07/2022					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. Student interviews also allowed us to reflect on how the previous years Student and Family Resource Center creation improved mental health services, and what areas still needed development.

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.

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.