



# School Comprehensive Education Plan

## 2022-23

District	School Name	Grades Served
Huntington	J. T. Finley Middle School	7-8

**Collaboratively Developed By:**

**The J.T. Finley Middle School SCEP Development Team**

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*And in partnership with the staff, students, and families of J. T. Finley 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

<b>What is one commitment we will promote for 2022-23?</b>	<b>Strengthen relationships, social-emotional well-being, and inclusivity within the school community.</b>
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>The school strives to provide an all-inclusive educational environment that allows students to feel safe, nurtured and accepted so that they can be successful. We recognize that in order to do so, we need to strengthen relationships, social-emotional well-being and inclusivity within the school community.</p> <p>During discussions when completing the Equity Self-Reflection, it became apparent that our school should continue to focus on maintaining strong relationships with students. In student interviews, students shared that they felt support and guidance from their teachers. However, they indicated that student to student relationships and behavior could be improved as well as the consistent implementation of behavioral expectations for students across all staff members. This priority is relevant to the educational process because learning is both multi-dimensional and relational. Students will have greater achievement when they feel they are included, accepted, and heard by both their peers and their teachers.</p>

### 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?

Commitment 1

<b>Circles will be implemented on a monthly basis</b>	With the newly established advisory period, students will meet monthly with their homeroom teachers for restorative circle meetings. They will focus on a variety of topics including character development, exploring dimensions of identity, current issues facing students and social emotional development.	Less suspensions and office referrals	Curriculum that will be developed over the summer  Social work, psychology, teachers, administrators and school counseling staff continue to support the implementation of monthly circles  Training for new teachers in restorative circles
<b>Start the implementation of the Restorative Practices as a response to Lunch Detention, After School Detention, or ISS</b>	Establish an additional restorative circle experience weekly for those students who have had a disciplinary issue that week to support their learning and reentry into the classroom environment.	Student participation in the restorative circle  Feedback from teachers when the students are integrated back into the classroom  Less repeat discipline offenders	Assistant principal, teacher and dean meeting time  Teacher/support staff volunteers to run restorative circles
<b>Redefine behavioral expectations with both faculty and students throughout the school year</b>	Principal discussions with faculty and students at the beginning and middle of year to delineate expectations  Teacher discussions with students delineating behavioral expectations at multiple points during the school year  Review discipline data from 2021-2022 to determine top 3-5 discipline areas (ie.	Less suspensions and office referrals	Faculty meeting time Grade level assembly time Team and department meeting time

Commitment 1

	<p>insubordinate toward teacher, air pods, cell phone, late to class)</p> <p>Create a behavioral matrix to develop an agreed upon consistent approach to disciplinary practices for the 3-5 identified areas</p>		
<b>Mentoring Program for Students</b>	<p>Pairing at-risk students with teachers to meet with them weekly to provide them with support and guidance. There will also be quarterly large group meetings and activities with the mentors and mentees as a collective group.</p>	<p>Increased attendance rate</p>	<p>Release time for teachers and students Funds for extracurricular activities and celebrations</p>

## 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)
<b>Student Survey</b>	S42 I am safe in school.	69.4% agree or strongly agree
<b>Staff Survey</b>	S61 We have effective systems for developing and building students' social emotional health	86.1% agree or strongly agree
<b>Family Survey</b>	S40 Teachers support children's emotional needs, increasing their confidence as learners	62.1 % agree or strongly agree

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.

- 85% of students interviewed in focus groups report a greater sense of inclusivity and feel welcome and represented at school
- 75% of teachers will have implemented monthly Restorative Circles by the end of the school year
- 60% of students with multiple behavioral infractions will participate in Restorative Practices as a response to Lunch Detention, After School Detention, or ISS

## COMMITMENT 2

### Our Commitment

What is one commitment we will promote for 2022-23?	Teachers will provide timely feedback to individual students to improve social-emotional growth, and academic performance.
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The school strives to provide students with meaningful and timely feedback that students are familiar and comfortable with so they can make sense of information about their performance and use it to enhance the quality of their work or learning. We recognize that in order to do so, we need to provide teachers and students with the time they need to develop a feedback system that is effective.</p> <p>Providing timely and effective feedback to students will allow them to make the improvements needed to achieve their maximum potential. This will also help build teacher-student relationships through meaningful 1:1 interaction. Students will be able to take responsibility for their learning and reflect on their progress and growth which will lead to increased academic achievement and social-emotional growth.</p> <p>The Equity Self-Reflection indicates the continued need to help students grow as independent learners and develop relationships with their teachers in order to improve their academic performance and social-emotional growth. Furthermore, students indicated through surveys and interviews that they desire more time to discuss their academic performance and social emotional growth with their teachers in order to help them be more successful in their classes. The grades alone did not provide specific strategies on how they could improve as learners.</p>



## 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?
<b>Utilize 7th grade team time to provide one on one conferences for students.</b>	7th grade teams will develop a method to have individual conferences with students to discuss their academic performance in each class, as well as their overall social emotional needs. This could be done as a whole team or individually, during team time.	Teachers or teams will keep a record of each conference, with a date and name of the student.	Time built into the team meeting schedule to account for the one on one conferences.
<b>Utilize student tutorial periods to provide one on one conferences for students.</b>	Twice per quarter, tutorial teachers will meet with certain students to provide one on one conferences about their academic performance pertaining to their specific class, and their overall social emotional needs.	Tutorial teachers will keep a record of each conference, with a date and name of the student.	Collaborating with other tutorial teachers to set aside time for individual teachers to conference with students, and setting aside time during tutorial periods to have these meetings.
<b>Use the “On a Roll” Program to highlight students’ academic progress and growth.</b>	Students are awarded certificates in person for both class and overall average increasing by 5 or more points.	The number of students each quarter that qualify for the “On a Roll” program.	Creation of the Google Sheet for teachers to input students who qualify and the “On a Roll” certificates.

## Commitment 2

### 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>
<b>Student Survey</b>	T29 My teachers help me keep track of my learning and assess my progress	70.5% agree or strongly agree
<b>Staff Survey</b>	S67 Our students accept corrective feedback	67.2% agree or strongly agree
<b>Family Survey</b>	F41 Our school actively engages our families in conversations around student progress/ needs	52.5% agree or strongly agree

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.

- 75% of students at Finley Middle School will receive an 'On A Roll' certificate
- 80% of students interviewed in focus groups discuss that they are supported both academically and socially
- 80% of students will have met a minimum of one time individually with a teacher to discuss progress

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	Restorative Practices
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	The restorative practices outlined in commitment 1 will provide an all-inclusive educational environment that allows students to feel safe, nurtured, and accepted so that they can be successful socially, educationally, and academically.

#### Evidence-Based Intervention

<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	WestEd - <a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_Webinar_2_Fostering_Positive_Youth_Development_transcript.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_Webinar_2_Fostering_Positive_Youth_Development_transcript.pdf</a>
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## 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
Beth McCoy	Assistant Superintendent
Traci Roethel	Finley Principal
Ken Parham	Assistant Principal
Judi Goris Moroff	Director of Bilingual Programs and World Languages
Jennifer Vettorato	Special Education Teacher
Abigail Simon	Bilingual Math Teacher
Christine Will	ENL Teacher
Lauren Biscardi	English Teacher and Instructional Coach
Jessica Rivera	Dean of Students
Joseph Leavy- absent	Chairperson/Parent
Betsy Conners	PLC Associates, Inc. Consultant

## 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
<i>Example: 4/6/21</i>			X	X		
May 23, 2022		X	X	X		
May 26, 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 interview process was very insightful as it provided students voice to this experience. Having all team members participate in the interview process was very powerful. The team processed what the student experience looked like and felt like as described by the students interviewed. As a result of the interview responses it became clear to the team the importance of focusing on both the social emotional well-being of all students through restorative practices. The interviews also reinforced that students are looking for additional opportunities for 1:1 timely feedback from teachers to improve their social-emotional growth and academic performance.

#### Equity Self-Reflection

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

The Equity Self-Reflection resulted in great discussion amongst team members. The survey results reinforced the team's need for Commitment 1 which focuses on the monthly implementation building-wide restorative practices. It also stressed the need for the implementation for students who have behavioral infractions to participate in restorative practices in lieu of traditional punitive practices. Commitment 2 focuses on 1:1 to provide students with support in order to improve their academic performance and social-emotional growth.



## 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.