



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mount Morris Central	Mount Morris Junior/Senior High School	7-12

Collaboratively Developed By:

The Mount Morris Central School SCEP Development Team

(SCEP Team Members: Tessa Williams, Jesse Hamilton, Judi Wheeler, Breanna Zabiegalski, Emily Kobel, Allison Atwell, Ashley Stowell, and Stephanie Nutall)

And in partnership with the staff, students, and families of Mount Morris

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

NYSSED 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

What is one commitment we will promote for 2022-23?	We commit to improving our ability to provide culturally responsive instruction across all content areas.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>We believe that culturally responsive instruction focuses on relationships, a supportive learning environment and data for equity.</p> <p>The results of the faculty Equity Self-Reflection demonstrate that there is room for improvement in several areas related to student choice and input in curriculum and instruction. We specifically rated low on, "include students as co-designers of curriculum."</p> <p>We strive to ensure that all student identities and voices are supported. During the student interviews, students shared that there is a need to address relevant social conversations in the classroom. We would like to explore ways to support all students and staff through culturally responsive practices.</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?
Semester Social Justice/Awareness Club	<p>Students in each grade (7-12) have an opportunity to join a social justice/awareness club. This specific club has been created with an advisor to oversee and build the implementation of student led activities.</p> <p>Students will have the opportunity to participate in socially relevant activities and events.</p> <p>Students have a voice in what issues will be discussed, as well as, club activities that will take place. This will be a collaborative effort between the advisor and club members.</p>	<p>Student participation numbers will be analyzed throughout the year. One of our main goals is to improve student participation from the beginning to end of the year.</p> <p>What impact did the club activities have? In order to determine its impact, each club activity will be assessed after the activities take place. This will help with planning in the future.</p>	<p>Transportation Costs</p> <p>Associated materials and/or equipment to provide students with the necessary resources for specific activities and/or projects</p> <p>Advisor Stipend</p>
Understanding and Celebrating ALL Cultural Holidays & Traditions (i.e. Black History Month, Pride	Survey students on what holidays they celebrate and which cultural traditions they participate in.	Every student in grades 7-12 will complete a survey, which will assist us in identifying the various	<p>Foods associated with celebrating cultural holidays and traditions</p> <p>Hallway displays</p>

Commitment 1

Month, Juneteenth, etc.)	Celebrate different cultural backgrounds once a month. This will be done through hallway displays, student surveys to ensure all ethnic backgrounds are celebrated. A cultural celebration calendar will be created, which will enable us to recognize all cultures through the announcements.	cultural celebrations of our student population. As a team, we will breakdown the surveys to ensure we are celebrating cultural holidays and traditions of all students.	Large format poster printer
Student choice	Students can choose activities they participate in the monthly challenges. This will help build connections between students and staff and takes place once a month. Students will be given options for some assignments and projects with their classes.	Students will be surveyed multiple times throughout the year to assess feedback.	Purchase equipment for activities
Increase in culturally responsive field trips	Teachers are encouraged to find connections in the community to different cultures for field trips. Expanding student awareness and appreciation of other cultures.	Each grade level will get at least one field trip. Reflection and discussion after field trip.	Funds for transportation/admission/food/etc
Principal Pop-in Observations	Currently, our look-for's include: visible and unpacked learning target/s; student engagement protocol/s; and, check/s for understanding. We will need to align our current look-for's with sustaining CR-S.	Teachers are engaging in conversations at monthly faculty and PD meetings that explore and share CR-S strategies. Summary results from pop-in visit Google Forms	Google Form (which will be shared with faculty prior to the first day of school) Time to share the revamped instructional look-for's with faculty

Commitment 1

	<p>Principal will use a pop-in observation feedback survey to track and share-out teacher incorporation of Look-For's</p> <p>Evidence will be shared out at monthly faculty meetings</p>	<p>Teachers will continue the dialogue with the Principal by emailing activities that took place before and/or after the visit.</p>	
Culturally Responsive Teaching PDs	<p>Speakers will train teachers how to incorporate more culturally responsive teaching practices.</p>	<p>The key points and strategies of culturally responsive teaching will continually be reiterated through conference days, professional development and faculty meetings.</p> <p>The monthly principal pop-ins will highlight the implementation of these strategies.</p>	<p>Costs of presenters and trainings</p>

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	Our school district celebrates the ethnic background, cultural holidays and celebrations of all students.	80%
Staff Survey	I can effectively implement culturally responsive instruction on a daily basis.	80%
Family Survey	My child receives culturally responsive instruction on a daily basis.	80%

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.

Increases in cross-curricular planning and instruction 7-12

Chronic absenteeism 25% or lower

A decrease in the total number of referrals and suspensions compared to the 2021-2022 school year

Improve the overall performance on Regents Exams. Our goal is to increase the number of our students performing at proficiency level by 10%.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We will work to prioritize the social emotional health and wellbeing of all students to ensure academic success
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>Upon review of the student survey, it is abundantly clear that the pandemic has had a negative impact on the social emotional health and wellbeing for many of our students.</p> <p>A loss in social interactions and activities has taken place as a result of the pandemic. Student feedback has centered on a need for more social opportunities and physical activities.</p> <p>Social emotional learning is a critical component of the educational landscape. Our faculty and staff need to have the necessary training to address this need throughout the school day.</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?
SEL Training for staff	<p>Teachers and staff will receive training in relation to the SAFE Act and Suicide Safety for School Staff. This will take place at the beginning of the school year; therefore, our staff will have the necessary social emotional learning strategies and knowledge before classes begin.</p> <p>Teachers will be able to identify red flags and refer students to appropriate PPS members</p>	<p>100% of staff members will be trained in the SAFE Act and Suicide Safety for School.</p> <p>100% of staff will be trained and able to identify red flags of mental health conditions.</p>	Cost of registration for trainings
Improve SEL support provided by the PPS team.	<p>The PPS team meets bi-weekly to discuss trends in student behavior, academics, attendance and social emotional well being. Each PPS member has a group of students in need that they will work with to provide support throughout the year.</p> <p>Students will learn how to use positive and reflective coping strategies.</p>	<p>Counselors will track data (Students will use coping strategies 60% of the time).</p> <p>During the bi-weekly meetings, students will be identified as at-risk for behavior, academics,</p>	<p>Registration Fees Social Emotional materials/supplies and software for counselors</p> <p>SEL Curriculum</p>

Commitment 2

		attendance & social-emotional well being. A decrease in the total number of students that qualify for one of the indicators listed above from quarter one to the end of the school year.	
Student-teacher pairings	<p>Assign new student-teacher pairing groups</p> <p>All students will have at least one faculty member that they are paired with to ensure informal communication</p> <p>Formalize a communication procedure for teachers to check-in with students.</p> <p>Schedule end of the month activities with pairings(team building).</p> <p>Groups will be assigned twice a year (September and January)</p>	Re-assess student-teacher pairings in January. This will allow us to adjust pairings based on feedback from students and staff.	<p>Incentivize participation in the monthly activities by awarding prizes</p> <p>Time to create the pairs</p>
Recognizing student and staff of the month	<p>Monthly character awards for recognizing students' hard work in a certain character trait.</p> <p>Twice a year plan an event for all of the students who received the character award</p>	<p>Survey students to see what would incentivize them to strive for winning a character award.</p> <p>Character themes will be discussed on the announcements and during</p>	Costs of monthly prizes and awards

Commitment 2

	Students will pick a staff member that also shows the character trait of the month.	lessons. Throughout the year, the SCEP team will discuss the effectiveness of the character themes and adjust the plan accordingly.	
Increase assemblies & speakers	We would like to have interactive presentations that engage students based on the initiatives of the SCEP (social emotional learning and culturally responsive education).	Administration of a Survey based on needs from students and faculty in the fall and spring.	Budget for speakers
Flexible seating & Sensory Items	Teachers will be given a budget to purchase flexible seating and sensory items. Students will be given different options to choose from that will help them be more comfortable in the learning environment.	Discipline data will be analyzed. This action step is focused on making the learning environment. A decrease in classroom disruption referrals compared to the 2021-22 school year is the main goal.	Purchase the flexible seating & sensory items

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	My school has taught me how to use healthy and reflective coping strategies to manage stress and anxiety.	60%
Staff Survey	Teachers received sufficient training and resources in supporting our ability to support student social-emotional wellbeing.	80%
Family Survey	The school provides support for the mental and social emotional health of all students.	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.

Grades 7-12: Student chronic absenteeism rate under 25% for the 2022-23 school year

A decrease in the number of students in our check-in, check-out system from the beginning of the year to quarter four by 10 %.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	We will build and sustain strong connections between students, staff, and the community
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>Collaboration amongst stakeholders needs to take place in order to establish a strong connection between students, staff and community. The pandemic restricted many traditions and events in our school and community.</p> <p>While assessing student interview responses, it is clearly evident that there is a desire to support our community through various clean up activities, field trips and initiatives.</p> <p>A principle that drives our school culture is strong relationships. The pandemic disrupted the extent to which we were able to maintain existing and develop new relationships.</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?
End-of-the-month cultural themed competition days	<p>The student interviews outlined a need for more opportunities to build relationships with teachers and staff through the end of the month celebrations and challenges.</p> <p>Hold themed-competitions with pairings at end of the month celebrations, which will help improve the connection between students and staff.</p>	<p>Student voice will be utilized through the beginning of the school year, which will create a plan of activities for the school year.</p> <p>Pairings will be re-evaluated mid-year to adjust in order to best fit student needs.</p>	<p>Activities, supplies for games, location</p> <p>Time (instructional time)</p>
Volunteer opportunities for teachers, students, and parents to help the community	<p>Teachers, students, and families will have the opportunity to give back to their community with different volunteer opportunities</p> <p>This will provide an opportunity for members of all stakeholder groups to work together on a community-based project</p>	<p>Surveys will be administered in the fall to gauge interest in various community activities.</p>	<p>Buses for travel</p> <p>Staff and faculty to help</p> <p>Budget for supplies and resources needed</p>

Commitment 3

	SCEP team will reach out to the community for volunteer programs		
Increased activities outside of the school day (Family Fun Night, school dances, etc)	<p>Students mentioned more opportunities to partake in dances, social gatherings, and fun nights</p> <p>Class advisors will provide their grades with at least one activity(e.g. school dance, fun night, field trip, intramurals)</p> <p>Class advisors will notify SCEP team of their activity</p> <p>Students will be given opportunities to eat in the courtyard</p>	Students will be surveyed in the fall based on their interests. This will give the SCEP team the necessary knowledge for building student activities.	<p>Buses for travel</p> <p>Budget for field trips</p> <p>Budget for supplies</p>
Wellness Fair for Community	<p>Set a date for a Wellness Fair for community businesses and services to provide a healthy lifestyle</p> <p>Possible vendors may include dietician, nutritionist, meditation, yoga/fitness instructor</p>	Feedback from the community (a survey/comment card will be distributed mid-year).	<p>Gifts for raffle</p> <p>Money for supplies</p>
Wellness Center Instruction to Students, Staff and Community Members	Social, emotional and physical health is a key component of overall wellness.	An increase in the total number of stakeholders participating in the program from September to June. In January, we will evaluate participation numbers.	Staffing Costs

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	I participate in extracurricular activities that meet my interests and hobbies.	80%
Staff Survey	In our school district, stakeholders work together to build connections between the school and community.	80%
Family Survey	There is a strong connection between students, staff and community in our school district. This is fostered through community activities that are led by students and staff.	80%

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.

An increase in extracurricular participation among our student population. We will gather baseline data at the start of the school year, which will be used to compare at the mid-year, and end-of-year regarding participation levels.

Less than 25% chronic absenteeism rate for the 2022-23 school year (Students that have a connection to school are motivated to attend).

The number of community activities led by students & staff will increase from the 2021-22 school year.

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Principal Hamilton will be able to provide support to not only our SCEP committee but also our faculty. This will be directly aligned to our commitments.

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	
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Evidence-Based Intervention

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

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
Jesse Hamilton	Principal
Krystal Vanvalkenburg	Data Coordinator
Tessa Williams	Teacher Leader for SCEP
Alli Atwell	School Counselor
Judi Wheeler	Teacher
Emily Kobel	Teacher
Breanna Zabelgalski	Teacher
Stephanie Nuttall	Parent
Erin Willett	Parent
Ashley Stowell	School Social Worker

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		
5/17/22	x					
6/1/22		x				
6/7/22			x			
6/7/22				x		
6/22/22					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 gave us the opportunity to run a needs assessment based on student feedback. The results were eye opening and further confirmed the belief that social emotional learning is critical to our 2022-23 SCEP construction. Additionally, the need for increased student opportunities and experiences are evident. This aligns with many of our action steps.

Equity Self-Reflection

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

The equity self-reflection informed the team's plan by clearly showing an increased understanding of equity in education; however, this knowledge base needs to continually be built through professional development and implementation strategies that best suit student needs.

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.