



# School Comprehensive Education Plan

## 2021-22

District	School Name	Grades Served
Sodus	Sodus Jr/Sr High School	7-12

**Collaboratively Developed By:**

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*And in partnership with the staff, students, and families of Sodus Jr/ Sr High 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 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit that every child in our AIS Program will have the opportunity and authority to shape their learning experience. They will be able to identify their learning gaps, report their own accountability measures, and reflect on their learning so that it is meaningful to them.</p>
<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>	<ul style="list-style-type: none"> <li>• The most flexible way into our school's curriculum is through AIS.</li> <li>• Almost 51% of our students (179/352) Grades 8-12, have been targeted for AIS. It's smaller than the WHOLE SCHOOL and therefore more realistic</li> <li>• We can make changes to our grading system in this area immediately. Skills targets rather than traditional grading</li> <li>• Student reports and reflections can be created and monitored by the students.</li> <li>• Students identified that they did not like iReady.</li> <li>• Students identified that the best parts of learning are when teachers come around and talk to you. When teachers make you feel welcome. When teachers reteach something you don't know and when they do not reteach something you do.</li> <li>• This fits into the school's long term plan of closing the achievement gap for all students. We are using data to determine reading levels when students enter Jr. High School. We are making a plan with each of these students in September to have them caught up by September of the year that they enter High School (2 years later) in ELA and Math.</li> </ul>

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><b>AIS Walkthroughs</b></p>	<p>Administrators will conduct walkthroughs of AIS at least 2 times a week in Math, ELA, Science, and Writing Lab.</p>	<p>AIS Walkthroughs will have 3 targets:</p> <ol style="list-style-type: none"> <li>1. Students’ goals are produced upon request</li> <li>2. Students can identify where they are in the curriculum and why</li> <li>3. Evidence of Student Engagement</li> </ol> <p>BY January 2022, student growth in IReady will be gap closing by more than 75% of students.                      Walkthrough data will show that more than 90% of our students know their data upon request.                      Walkthrough data will show that more than 90% of our students will be able to articulate why they are</p>	<p>We must create the Walkthrough template</p> <p>We must create the reflection sheets for AIS</p> <p>We must schedule a date(s) for student exhibitions of mastery</p>

Commitment 1

		<p>learning what they are learning and how it relates to them</p> <p>Walkthrough data will show that 90% of AIS classrooms are engaging or highly engaging</p>	
<p><b>Peer to Peer observation of AIS</b></p>	<p>Dept Chairs and Team Leaders will encourage teachers during their bi-weekly meetings to see other teachers in their dept or grade level teach AIS. Administration will incentivize this by offering time off 10<sup>th</sup> periods and/or celebrations for teams or departments</p>	<p>All Depts and Teams will be able to earn a celebration at least 2 times in a school yea. Celebrations occur every time all members of the dept or team have conducted at least 1 observation in a period of time.</p> <p>Qualitative Data will report the effectiveness of this strategy. “How have your practices changed as a result of seeing your colleague teach?”</p>	<p>Promotion of this product</p>
<p><b>Students Reflection reports at 5, 15, 25, and 35 weeks</b></p>	<p>In years past, AIS reports came from teachers. This year, the students will write their reflection reports into a template themselves. Students will be aided by their teachers. Students’ reports will be vetted by the teacher and mailed home at the 5, 15, 25, and 35 points of school</p>	<p>Students will set goals for each report prior to the start of the grade cycle. Students will be able to determine if they are meeting their goals. 75% of students will meet their goals by the 35-week report</p>	<p>We must create the template</p> <p>We must create the Professional Development for staff to be given at the first Staff meeting in August. Create buy in</p>

Commitment 1

<p><b>Successful parent contact with all students enrolled in AIS within the first 10 weeks and before they exit</b></p>	<p>Staff and parents will make a successful parent contact with each of their AIS members. Most contacts will occur at open house in the first 5 weeks and their last contact at an organized gathering where students can display what they have learned (Exhibition of Mastery)</p>	<p>Qualitative data will reveal that students know their data for the year. Students will be able to exit from AIS prior to the end of year with an exit interview with parent present Students will now what they are working towards during the school year. Promoting exiting AIS has never occurred before. At least 25% of students will exit AIS before the 35 Week mark.</p>	<p>Promotion of exiting AIS Promotion of Exhibition of Mastery Professional Development for AIS teachers in August</p>

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

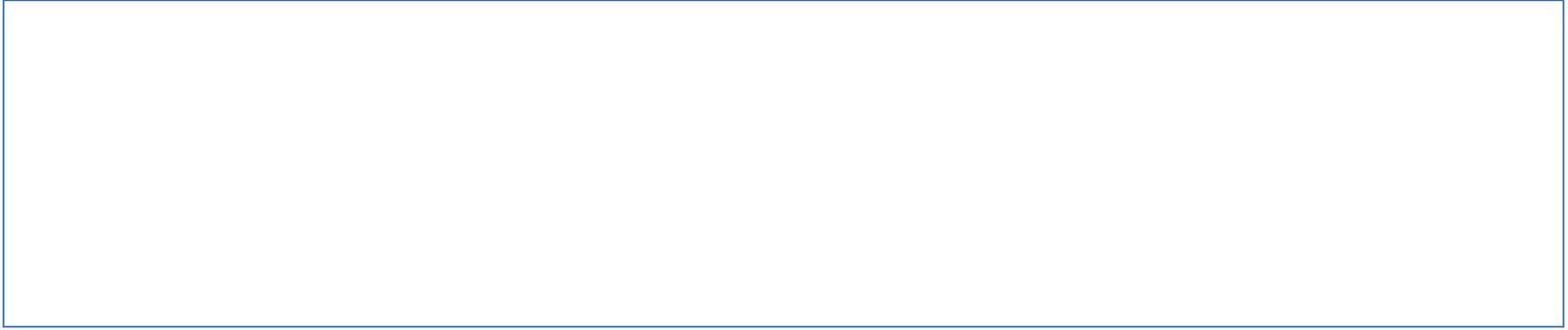
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	AIS allowed me to reflect on my learning experience. AIS is a serious learning environment. I was motivated to work during my AIS time Most time in AIS was dedicated to work completion. I created my own learning plan in AIS and it motivated me. There were other adults, besides my teacher, in my classroom at least 1 time a month.	90% positivity 90% positive response 75% positive response 75% positive response 99% yes 75% positive response
<b>Staff Survey</b>	AIS was better than last year AIS was defined better than last year Student Self reflection played a big part in student motivation	90% positive 90% positive 75% positive
<b>Family Survey</b>	AIS was better than last year I understand what AIS is this year, more than I did a year ago	90% positive 99% positive

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.

Commitment 1



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to every child feeling safe, represented, respected, and supported, every day that they are in school.</p>
<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's vision is learning, advancing, proud for all, and we will not give up.</p> <p>Creating a system that ensures that all students have been identified, heard, and supported when needed.</p> <p>Students cannot be failed without an Academic Data Form completed which alerts someone from the Tier 2 Team.</p> <p>For too long some students have not been attached to anything in the school. Often this manifests itself in poor attendance and poor grades. These students can fail an entire marking period and/or school year without a single alert to a team dedicated to student success for all.</p> <p>We have the right team to do this now and we have a new hire for the 2021-2022 school year dedicated to student groups.</p> <p>This commitment is a continuation of what we have believed for the past 10 years and more. What this commitment does is put a spotlight on the commitment and creates a system to ensure that no student slips through the cracks.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>ADF completed with fidelity</b>	<p>Teachers cannot fail any student without a successful contact to a parent and/or administrator</p> <p>Students must inform students when they are in jeopardy of failing and create plans to get them out of failing.</p>	<p>No more than 120 students on the ineligibility list by the end of 10 weeks</p> <p>No more than 100 students on the ineligibility list by the end of 20 weeks</p> <p>No more than 60 students on the ineligibility list by the end of 30 weeks.</p>	Professional Development Created to explain the WHY of the ADF System
<b>Tier 2 Groups with qualitative data</b>	<p>Tier 2 Meetings occur weekly. Data from those meetings will drive Tier 2 Groups.</p> <p>We have hired a new staff member to provide Tier 2 groups 8 out of 10 periods a day</p> <p>Groups will be data driven with pre and posttest, both quantitative and qualitative.</p> <p>Groups can be academic or personal to address the whole child</p>	<p>The pre and post test will help us to know the impact</p> <p>A student survey that asks for feedback will produce positive results in December</p> <p>And even better in May</p>	<p>Create the survey for students</p> <p>Create the board for student feedback that will go up in the foyer</p> <p>Hire Tier 2 Groups Coordinator</p> <p>Identify data that will lead to success at the start of the school year</p>

Commitment 2

<p><b>Dept and Team Data meetings 7 times a year</b></p>	<p>Goal Setting with Dept and Team Leaders around passing rates will have the largest impact and social emotional learning. The most difficult students need to be addressed through the use of Community Circles and other Tier 2 ideas beneficial to the classroom. – Individual meetings will assist with the creation of these groups.</p>	<p>See above</p>	<p>Additional Agreements need to be made with Dept and Team Leaders</p> <p>Schedule meetings in July for this purpose and keep them on the calendar.</p>

## 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>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</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>• <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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</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>• <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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

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



## 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
<i>Example: 4/6/21</i>			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**

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### Equity Self-Reflection

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

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## Submission Assurances, Instructions and Next Steps

### Submission Assurances

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

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