New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Dolgeville Central School District	James A. Green Junior Senior High School	7-12

Collaboratively Developed By:
The James A. Green Junior Senior High School SCEP Development Team

Gary Busch, 7th Grade Teacher
Crystal Chrisman, PreK-6 Principal
Sarah Jaquay, Parent
Brittany Link, Parent

Ruth Leavitt, 7-12 Principal
Amy Murphy, 8th Grade Teacher
Tom Seery, 5th Grade Teacher
Jennifer Sullivan, 8th Grade Teacher
Megan Williams, 6th Grade Teacher

And in partnership with the staff, students, and families of Dolgeville Central 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 the 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 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening our ability to provide reading interventions for our students.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We believe in our school vision, "sending students into the world well-prepared." An integral component of student academic achievement is building confidence in our students as successful readers, such as skills in comprehension, inferencing, making connections with text, and summarizing. Student performance data and concerns with student learning gaps highlighted the need to focus on reading instruction. "Learning happens everywhere; all the time." Uniting all 7-12 staff in establishing foundational literacy skills, supported through consistent reading strategies, will empower students and staff to foster lifelong learners and readers. The need for strengthening intervention plans, providing consistent reading instruction and strategies, and creating safe learning environments is critical for success. Interventions and resources/tools to support students with specific literacy skills - using context clues, summarizing, vocabulary. Our district mission is to empower staff to empower students, restore student confidence, and rebuild relationships. Enhance collaboration of grade-level teams to unite in encouraging reading habits and literacy skills, intentionally integrating reading strategies, with the goal to reinforce the importance of reading across the curriculum. Teams need to intentionally integrate opportunities to practice reading for understanding and reading for enjoyment.

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?
Response To Intervention (RTI): Structured vertical and horizontal collaboration in AIS that promotes a universal pledge to improve student reading interventions.	Formal training on reading interventions to implement in each classroom. Grade-level and departmental meetings to provide opportunities to exchange ideas and strategies.	Consistent implementation of reading strategies throughout all middle school classrooms, including co-curricular classes. Student use of reading strategies (with and without prompting). Teacher implementation of the RTI process in AIS	Devise strategies list and provide training for use of reading strategies from internal book study and curriculum work studies Half-Day- grade level meetings
Professional development and learning opportunities for STAR.	Seek out STAR training for teachers and offer time to explore resources available for targeting individual interventions for students after some data analysis. Training with MORIC on STAR functions and reports.	Creating accounts for all teachers at each grade level. Increased teacher confidence in leading students through STAR	Schedule fall training for staff to review STAR Reading and student performance. Schedule work sessions to analyze data from STAR, IXL, local

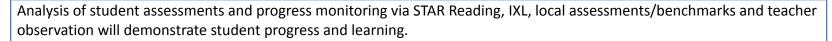|	Communicate student STAR progress with parents.	assessments and understanding data. Sharing STAR data with families.	benchmarks, and other assessments.
Professional communities/book studies to encourage a better understanding of reading instruction and strategies.	Teachers participate in book studies to gain a better understanding of how to integrate reading strategies across content areas.	Implement reading strategies and reflect on success.	Book study supplies and time
Promote independent reading and lifelong reading skills.	Collaborate with librarians in each building to build awareness of books, build classroom libraries, as well teach students how to select appropriate books. March Madness Reading Competition	Independent Reading Logs can track reading.	Student Incentives for Reading Challenges Building classroom libraries
To Better Use and Understand Data	In addition to STAR and IXL data, teams will use locally create Grade Level Benchmarks for data	Teachers obtain and use data to address student needs, classroom groupings, determine AIS, and appropriate interventions	Teachers need time and resources to create and score grade level benchmarks
Reading League	The organization Reading League will train K-12 staff on current reading research and training.	Staff will have a better understanding of current reading research and how to implement reading strategies in their classrooms.	Professional Development

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 feel my STAR score accurately represents my reading comprehension. I showed growth as a reader in class and on STAR assessments.	80%
Staff Survey	I better understand how to address student reading concerns.	80%
Family Survey	I can see growth in my child's reading. I find STAR reports useful in discussing my child's reading abilities. My child reads at home.	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.

Analysis of student assessments and progress monitoring via STAR Reading, IXL, local assessments/benchmarks and teacher observation will demonstrate student progress and learning.

STAR Reading scores "At/Above Grade Level": 45% (Previous Year: 31%)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to supporting students to set and reflect upon academic goals for themselves.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	Our commitment to using goal portfolios will help students achieve our district goal of: "Go out into the world well prepared". By guiding students to set goals for themselves, it will help them see the steps necessary to become successful in their next stage of life. We believe as a school that our students need to prepare for their future. In order for students to become successful we focus on future planning, self-management, organization, self-responsibility, accountability, and completing assignments. Every child has strong, trusting relationships with adults and peers. All students should have a "Go to person" that they can trust and share with as needed. Our recent student survey indicated that not all students identified a trustworthy adult that they can relate to when needed. As evidenced in student interviews and surveys, students identified they sometimes struggled with asking for help and advocating for themselves and their learning needs. Parents also identified their students have difficulty asking teachers for extra help particularly in various educational settings (hybrid, remote, in-person). After discussing the Equity Self-Reflection survey and reviewing survey results, our team identified many students who needed more support and differentiated practices to improve goal portfolio efficiency throughout the school year. DTSDE 3.F Student Feedback and Reflection DTSDE 4.B Classroom Management/Student Ownership

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?
Feedback on Goals	Students are assigned a staff member and will have an allotted time at least once a month to receive feedback on goals.	Monthly student- staff 'meetings' will support student accountability and recommit to chosen quarterly goals.	Time: allotted time built into the schedule for goal setting and feedback Clear Staff Expectations for Advisement
Digitize Portfolios	Digital Goal portfolios are created for every student that will include a section for academic goals, tracking STAR data, reflecting on 5-week reports and report cards. Administrators and a teacher planning team will design a teacher template of portfolios that includes expectations and examples of relevant, challenging, and purposeful goals along with guidelines for teacher feedback and a timeline to follow.	Each student will have a Google Drive folder designed specifically to manage the pieces outlined for including in the goal portfolio.	Time and Content 7-8 Portfolio Team STAR Training for 7-8 staff
Goal Setting Instruction	Teachers will formally instruct students on Goal setting using a template that will be included in the goal portfolio. Teachers will review academic goals with students to reinforce the importance of goals. Principal	Students can successfully write SMART goals that connect to their academic progress.	Grade level meetings for Portfolio Team representatives to

	will discuss setting goals with students in a group setting.		support teams with resources
7-8 Portfolio Team	Collaborate with other grade levels to share resources and ideas, then support grade-level teachers to introduce academic goals that assist students with the identification of relevant, challenging, and purposeful goals	Grade level representatives meet monthly to share resources and ideas.	Time to meet with grade-level teachers
Encourage High Expectations For College and Careers	Guidance counselors lead students in grade 7-8 in student inventories about learning styles, interests, and career exploration. Students participate in hands-on experiences at various career and college settings. Map out career planning for grades 7-12.	Students can identify learning styles, interests, and potential careers.	Scheduled time to work with students Field Trip costs
"Go To" Person	Students are introduced to staff members (Guidance Counselors, Catholic Charities staff, Nurses, SRO, teacher assistants,etc) who can support them in their goals. Students are asked to identify in their Goal Portfolios a "Go To" person in the school	Students can identify their "Go To" person.	Portfolio Team purposefully integrating instructional resources on support staff and including a section in the digital portfolios. Teacher assistant assigned to students

End-of-the-Ye4ar 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 achieved at least one of my goals this year. (Previous Year: 94%) I can identify a career field of interest for the future. I have a "Go To" person at the school. (Previous Year: approximately 97% based on student interviews)	95% 98%
Staff Survey	Students can set appropriate goals for themselves. (Previous year: 83%, but survey will need clarification about type of goals)	85%
Family Survey	My child has talked about career and academic goals.	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.
Students can identify if at least one of their goals has been achieved. (Previous year: 94%) Students can identify a potential career path.

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 commit to helping students' develop social emotional learning and strengthening their relationships with staff and each other.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	One impact of the pandemic was the disruption of typical relationships. Student surveys at the end of hybrid learning showed a large number of students could not identify an adult in the building they felt comfortable talking to in regards to social, emotional, and mental well-being. We desire to provide a social network for students that focuses on their general well-being, physical health, and mental health, which is supported by a structure that provides opportunity for both peer and adult mentoring with a goal to establish trusted adults that students can go to and lean on when time calls. The Equity Self Reflection revealed a need for promoting positive character traits such as empathy, civility, and awareness of emotions with our students. Every child should have intentional opportunities to practice and build social, emotional, and cognitive skills.

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?
Professional Development	Research based program to help establish best practices to promote empathy, civility, and awareness of emotions. Staff receiving professional development opportunities such as social/emotional awareness and support, cultural awareness.	Selection of appropriate Program (Second Step or Positivity Project) Mental Health Screening DESSA at select grade levels DEI focus groups and book study with staff	School Psychologists, School Counselors, music staff, and other Support Staff; PD for SEL staff. Research-Based SEL program Professional Development Scheduled Time for Program
Building Positive Character Traits	Intentional instruction on positive character traits, such as empathy, through classroom curriculum connections, large-group presentations, grade-level orientations Possible community service opportunities	Identifying Character Traits to focus on school-wide Documented Curriculum Connections	Research-Based SEL program Assemblies

Strengthening Student Relationships	Student Goal Portfolios include a 'Go-To' person page identifying an adult in the building a student would be most comfortable sharing social, emotional, and mental health concerns. Providing opportunities for student voice in 7-8 student councils. DEI focus groups with students and staff	Introducing and connecting students to support staff such as counselors, nurses, SRO, etc. Having students identify their "go to" person at school. Identifying areas of strengths and weakness from DEI focus groups	Funding for Additional Extra Curricular Activities and Supplies for Student Celebrations

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 teachers care about me. I have a "go-to" adult at the school. (previous year, 97%) Students at this school are kind to each other.	85% 98% 85%
Staff Survey	This school values the work I do to support students beyond the curriculum	75%
Family Survey	My child feels connected to this school. The staff at this school care about my child.	75%

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.
Student data from DEI focus groups will identify areas of strength and weakness. Students identify a "go-to" adult at the school (Previous Year: approximately 97% based on student interviews).

15

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ 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	Setting, elaborating on, and reflecting on personal goals
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Students set and reflect upon academic goals for themselves.

Clearinghouse used and corresponding rating

X **What Works Clearinghouse**

    X 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	
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
Gary Busch	7th Grade Teacher
Crystal Chrisman	PreK-6 Principal
Sarah Jaquay	Parent
Brittany Link	Parent
Ruth Leavitt	7-12 Principal
Amy Murphy	8th Grade Teacher
Tom Seery	5th Grade Teacher
Jennifer Sullivan	8th Grade Teacher
Megan Williams	6th Grade 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
Example: 4/6/21			*x*	*x*		
6/10/22, 6/13/22, 6/17/22, 6/24/22	x					
7/20/22		X	X	X		
7/21/22				X	X	

Our Team's Process

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 shaped all three commitments: students discussed mental health concerns and the role of the goal portfolio.

Equity Self-Reflection

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

The Equity Self-Reflection shaped our third commitment about social emotional learning.

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.