New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Elmira Heights Central School District	Cohen Middle School	6-8

Collaboratively Developed By:
The Cohen Middle School SCEP Development Team **SCEP Team Members: Brandon Foley, Dan Crandall, Alyssa Hoobler, Debbie Fishbeck, Jess Delaney, Shane Devlin, Kathryn Hackett, Robin Testone, Pat Horton** *And in partnership with the staff, students, and families of Cohen 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 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 helping our school form and strengthen connections among students, staff and community to foster a sense of belonging.
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 that learning is multidimensional, contextual and relational. We believe that the social-emotional health of our students impacts their academic progress and success. We believe adults in the school setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions. The Equity Self-Reflection survey discussion emphasized the need for ensuring that all students feel respected and supported within a welcoming and affirming school environment. Interviews with students indicated their interest in making social connections through engaging with their student perspectives, opportunities for engagement, academic and non-academic, and a desire to have their own middle school space. The team discussion of the article, "How Learning Happens" and a review of our data confirmed our belief that creating positive learning environments and experiences that encompass the elements of Relationship and Meaningful Learning will allow our students to feel safe, respected and supported as well as to be engaged in meaningful learning that is relevant to them.

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?
Peer Mediation	Students in grade 6-8 will be selected to receive training to serve as peer mediators to help fellow students solve conflicts and resolve disputes.	Collect data on the number of times a student conducts a mediation and the result of the mediation. Trend data: look for a decreased number of referrals to the Dean's office as a result of peer mediation.	Schedule training and coaching for mediation

Schedule mediation sessions

Guidance Counselor
BOCES Coordinator
Dean of Students

Coaching |
| **Friday WIN Forums** | Students in grades 6-8 will be allowed choice on Friday's for the WIN timeslot. Choice will consist of student council led student driven discussion topics, DEAR, or study hall. Student Council will develop a process to identify student needs around social-emotional, mental health, or other topics of concern to middle school. | Collect anecdotal data on the topics presented and student feedback from discussion forums, collect data on choice of students to look for trending data. | Student Council discussion group facilitators

Training/Coaching of student facilitators

Guidance Counselor |
| **Student Newsletter** | Students in grade 6-8 will share their student voice by participating in the monthly grade level newsletter. Students will submit work or teacher can select | Increase in the number of students/parents engagement with the grade level newsletter. | Create a grade level format for a newsletter |

	student work to be featured in the newsletter.		Grade level teachers discuss the topic for each month's student submission
Advisory Committee	Students in grade 6-8 will participate in an Advisory class beginning September 2023. 2022-2023 an advisor committee will be established to review the logistics, create buy-in, and begin forming/scheduling an advisory class for the following year roll out. The Advisory curriculum will focus on monthly themes, skills, challenges, and celebrations.	Monitor the increase of student engagement in a choice-based format Informal Feedback student survey	Creation advisory committee Release time/ substitute money Principal, BOCES Coordinator, Debbie Fishbeck, Guidance Counselor
Pineapple Focus on Relationship building	Staff training on Post Covid SEL needs and cooperative learning strategies that will increase capacity for relationship building within the classroom setting. Teachers will showcase their classroom as a Pineapple class to share a strategy which builds peer to peer and/or adult to peer relationships. Teachers meet monthly during grade level meetings to discuss curriculum and opportunities to embed cooperative learning strategies to increase engagement and build relationships.	Data collected on number of Pineapple classrooms monthly and strategy viewed. Class walk through data will show an increase in students building relationships with each other and their teacher. Survey data will show an increase in feeling of connectedness and belonging.	Professional Development on methods of relationship building with students (which include cooperative learning strategies, culturally responsive teaching, SEL, etc.) at grade level meetings, ½ day, and conference day. Teacher experts, BOCES Coordinator, Debbie Fishbeck

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	57.2% I feel welcomed and supported each day in school 39.5% I am comfortable asking questions in class	70% I feel welcomed and supported each day in school 50% I am comfortable asking questions in class
Staff Survey	66.7% Students feel secure in taking risks and asking questions in class 80% Our school has generated and delivered proficient learning opportunities for staff and students to focus on Diversity, Equity, and Inclusion	80% Students feel secure in taking risks and asking questions in class 85% Our school has generated and delivered proficient learning opportunities for staff and students to focus on Diversity, Equity, and Inclusion
Family Survey	56.3% My child (ren) feels secure in taking risks and asking questions class 75% Our student service team provides student supports	70% My child (ren) feels secure in taking risks and asking questions class 85% Our student service team provides student supports

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.
By the end of the 2022-2023 school year, we would like for students, staff, and the community to have positive relationships, increased student motivation, and self-esteem in order to pave the way for increased educational outcomes. This will be gauged through several activities and data collection formats conducted throughout the school year. Pre and Post surveys will be conducted to measure students' sense of belonging and meaningful learning with our school community.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to creating an environment in which every child is engaged in meaningful learning that is relevant to them.
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 that student connection and wellbeing are an integral part of creating an inclusive environment. All teachers must foster relationships with students and families to gain insight into their students' cultures, goals, and learning preferences. We also believe that a culturally responsive learning environment encourages students to embrace their learning and build the social, emotional, and cognitive skills needed to be academically successful. The Equity Self-Reflection survey discussion emphasized the need for ensuring that all students feel respected and supported within a welcoming and affirming school environment. Interviews with students indicated their interest in making social connections through engaging with their student perspectives, opportunities for engagement, academic and non-academic, and a desire to have their own middle school space. The team discussion of the article, "How Learning Happens" and a review of our data confirmed our belief that creating positive learning environments and experiences that encompass the elements of Relationship and Meaningful Learning will allow our students to feel safe, respected and supported as well as to be engaged in meaningful learning that is relevant to them. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.

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?
Diversity Audit	Cohen Middle School will conduct a diversity audit to determine the diversity of texts and curricular materials utilized in content areas so that students can see themselves reflected in their learning. Create a diversity audit tool that can be shared with staff prior to summer work time so that teachers can identify resources and gap areas in diversity text/topics. Yearlong process to identify gaps within units and material gaps.	Develop a tool to assist teachers in identifying diverse texts and gap areas in curriculum materials

Feedback from summer work time and release time during school year to complete curricular audit | Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady

Summer Curricular Work Time

School Year Release Time |
| **Essential Standards Review** | As part of the Diversity Audit staff will review the essential standards to ensure that diverse resources, perspectives and voices are represented within the essential standards. | Administration will see students learning from a variety of culturally diverse texts and resources. | Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady

Summer Curricular Work Time

School Year Release Time |

| Project Based Learning (PBL) | Steve Edgerton, MS Technology, will facilitate a PBL lesson for students to design an outdoor space, an amphitheater. A cross curricular partnership between content area teachers, Art (pencil drawings of designs),Math (budget to create), SS (what is an amphitheater), Public (engineers, contractors) etc. to design, budget, and present space for school-wide student vote and culminating with a school board presentation. | Student engagement of working co-operating groups, students, teachers, and community

School-wide display of projects for student vote

School Board presentation of school voted project | Partnership BOCES Coordinator to develop PBL unit

Partnership with content teachers and community members

Summer Curricular Work Time |
|---|---|---|---|
| Oracy | Oracy is the ability to express oneself in and understand spoken language. Increased emphasis on cooperative learning and group work to increase student voice academically. More talking to learn. Oracy protocols will be embedded in lessons allowing students to connect and process curricular materials through academic discussions. | Administration will hear students developing their oracy skills in a walk-through protocol.

Student feedback will represent an increase in academic comfort and belief in ability to achieve. | Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady

Grade level/ individual support
Lunch to learn |
| | | | |

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	55.5% I feel valued as an individual in my school 60.9% Teachers provide time for students to discuss topics and learn from each other	70% I feel valued as an individual in my school 75% Teachers provide time for students to discuss topics and learn from each other
Staff Survey	63.3% We work together across grade levels and content areas in order to provide an integrated approach to student learning 80% Staff and students of all cultures and backgrounds are valued in our school	75% We work together across grade levels and content areas in order to provide an integrated approach to student learning 90% Staff and students of all cultures and backgrounds are valued in our school
Family Survey	70.6% Teachers support children's emotional needs, increasing their confidence as learners 73.3% My child(ren) attend a school that discusses and celebrates student diversity	80% Teachers support children's emotional needs, increasing their confidence as learners 85% My child(ren) attends a school that discusses and celebrates student diversity

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.
By the end of the 2022-2023 school year, we would like students, staff, and the community to have positive relationships, increase student motivation, and self-esteem to pave the way for increased educational outcomes. This will be gauged through several activities and data collection formats conducted throughout the school year. Pre and Post surveys will be conducted to measure students' sense of belonging and meaningful learning with our school community.

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.

X   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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This Evidence-Based Intervention will support commitments one (1) and two (2) by providing an opportunity for teachers and related service providers to discuss issues around student learning. Teachers will be able to collect and analyze data specific to each individual student and reach the targeted learning standard. Instructional Coaching as needed will also allow teachers to assess the impact of the solutions developed related to the students' progress.

☐ 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	
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	Center on PBIS | Resource: References for the Evidence Base of PBIS

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
Brandon Foley	Principal
Dan Crandall	Dean of Students
Alyssa Hoobler	Guidance Counselor
Debbie Fishbeck	DEI Education Coordinator
Jessica Delaney	Teacher
Shane Devlin	Teacher
Kathryn Hackett	Teacher
Robin Testone	Teacher
Pat Horton	Staff Development

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
06/07/2022		X	X	X		
06/10/2022	X					
06/14/2022					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 School Comprehensive Education Plan (SCEP) development team interviewed small groups of students in grades 6-8 which were representative of the diverse student body. Interview questions were developed collaboratively by the School Comprehensive Education Plan Team and were provided to students in advance of the interviews. In the process of listening to the students, the team developed a deeper understanding of the school climate in the eyes of the students. The students' perspectives on their social emotional needs, Diversity, Equity, and Inclusiveness helped guide the team in developing Cohen Middle School's commitments in the School Comprehensive Educational Plan. Specifically, students expressed their concern regarding feeling welcomed and connected to Cohen Middle. They felt lacking in student voice and choice, not having a middle school space to belong and lacking engagement academically and nonacademically. As a result, this focus on building relationships has informed our school's commitment to fostering a welcoming and affirming learning environment which focuses on student belonging and meaningful learning.

Equity Self-Reflection

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

The SCEP development team completed the Equity Self-Reflection collaboratively and came to a consensus on each indicator of the survey. In addition, the team analyzed student, family, and staff surveys in alignment to the equity self-reflection comparing Cohen equity strengths and opportunities for growth and community/school feedback. Overall, the team concluded that Cohen Middle School offers a welcoming and affirming environment with rigorous, inclusive curriculum. The two areas of focus incorporated into the SCEP that were influenced by the Self-Equity Reflection exercise are the continuing efforts to integrate relationships across the entire building and increase the focus on belonging and meaningful learning to support specific initiatives that increase diversity, equity, inclusion, and social emotion 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.