



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Central Islip UFSD	Ralph G. Reed Middle School	7-8

Collaboratively Developed By:

The Ralph G. Reed Middle School SCEP Development Team

And in partnership with the staff, students, and families of the Ralph G. Reed Middle School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?

We commit to continue strengthening our ability to utilize Social Emotional Learning strategies and programs to meet the needs of all students. We will use data from the SCEP Student Surveys to make informed decisions that will further support the needs of 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 that this commitment will help to support our students and ultimately allow them to lead happy, healthy, highly-productive lives by stressing the importance of respect, responsibility, teamwork and community.

Coming out of the Pandemic the social and emotional component/needs were not fully clear, as we had not seen the children for nearly two years. Having spent this entire school year with students back in the building, it was evident that this commitment was and remains essential to supporting the development, growth, and mental health needs of our students.

This commitment was both influenced and informed by the valuable insight that we were able to collect from student interviews, surveys, Equity Self Reflection, observation, and SCEP Team collaboration.

We believe that a strong commitment to the above mentioned SEL initiatives will facilitate a healthy, inclusive educational environment that will ultimately result in improved student esteem, mental health, and academic performance.

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?
Collaborative Approach with Reed Support Team and Stakeholders	We will implement a collaborative, multi-disciplinary approach to best support our students, utilizing the talents of all stakeholders (e.g., Administrators, Teachers, Mental Health Staff, SCEP Team Members, Families).	We will look forward to improved school spirit, student collaboration/respectful interactions, positive survey results and student interview responses. In addition, we will monitor new and/or repeat students seeking support from SW and/or psychologist monthly.	Administrators, Teachers, Mental Health Staff, SCEP Team, Families
Community/School Spirit/	Incorporating more school/community events will allow our students to make social connections, establish positive/productive relationships and develop a greater sense of school community/spirit/pride. In addition, we will also strive to maximize a greater home-school connection by hosting events/activities for Reed Families.	We will gauge levels of event attendance, throughout the year, to assess their impact and inform future decisions/adjustments.	PTA funded events (e.g., Dances, Family Social Nights, Parent Workshops) and community events to bridge the gap between school and home.
Outside Resources	We will continue to research and utilize outside resources to promote social emotional intelligence and well-being.	Through collaboration with stakeholders, observation and dialogue. We will also	Guest Speakers, Outside Organizations, Local Agencies, etc.

Commitment 1

		utilize information from student interviews and surveys to assess success.	

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	1) Do you feel like you would benefit from added interactions with your guidance counselor or social worker? 2) What events would you like to participate in this year? 3) What type(s) of Social/Emotional programs would you like to see implemented this year? 4) What are your preferred after school activities?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.
Staff Survey	1) What can we offer in terms of curriculum, test prep, professional development, etc. to assist you as you work tirelessly to educate our students, improve learning and improve scores? 2) What monthly, student events do you think we should offer to our students? 3) What type(s) of Social/Emotional programs would you like to see implemented this year?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.
Family Survey	1) Do you believe your child would benefit from added interactions with guidance counselors and/or social workers? 2) What events would you like your child to participate in this year? 3) What type(s) of Social/Emotional programs would you like to see implemented this year?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.

Commitment 1

We believe that 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.

Working collaboratively with all stakeholder, to utilize a multi-faceted approach to supporting students.

Raising awareness, with regard to diversity, equity and inclusivity to ensure that all of our students feel comfortable and supported within their daily learning environment(s).

Utilizing professional development, guest speakers/presenters, outside agencies, after-school programs to maximize our ability to support our students and their social emotional/mental health needs.

Facilitating weekly meetings to collaborate on how to best support/reach at-risk students.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to utilizing Academic Intervention Services to narrow achievement gaps and facilitate academic growth.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <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>This commitment fits into our vision, to maximize the educational experience of our students, by utilizing Academic Intervention Services to promote annual student growth.</p> <p>We utilized data from our STAR 360 Math and Reading assessment scores as well as information from student surveys/interviews to commit to this goal/initiative.</p> <p>The Equity Self Reflection, "How Learning Happens" and student interviews were major, contributing factors with regard to our decision-making process. Our team firmly believes that "every child has the right to engage in meaningful and relevant acts of acquiring knowledge."</p> <p>We believe that this is the right commitment to pursue as it promotes the academic growth of our students through individualized support/programming.</p> <p>Our long-term plan is to promote continuous student growth/achievement and ultimately maximize their post-secondary outcomes.</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?
Title 1 Extra Help/After School Academic Support	Small Group Instruction	Individualized, data-driven Instruction and teacher collaboration	After School Support to bridge back to the classroom, Teachers, Technology/AIS Program (SuccessMaker), Reading Methodology (LLI), STEAM/STEM
STAR 360 Assessment Tool	Internal Data Benchmarking to inform instruction/support	Utilizing data reports to assess student growth percentile	STAR 360 Technology-Based Assessment
After School Clubs	Hands-On Learning and Real-World, Skill Application Opportunities	Student Interest/Rosters/Attendance	After School Instructors, Space

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	1) How do you learn best? 2) How do you feel we can make our school an even more successful place? 3) What are some suggestions to make our school more interesting and engaging?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.
Staff Survey	1) What additional supports can we provide to help you maximize student growth/achievement? 2) What do you see as the biggest obstacles to student growth?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.
Family Survey	1) Does your child utilize any of the after-school programs aimed at improving achievement? 2) How can we better promote a school/student/family/community team?	Our goal is to elicit honest responses/feedback, from all stakeholders, so that we can assess our progress toward goals and inform our decisions.

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.

Commitment 2

Using the Star 360 Student Growth Percentile (SGP) measure; 50% of the students will meet the Renaissance Learning Target for Typical Growth.

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?

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?*

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-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		
Staff Survey		
Family Survey		

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.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?

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?*

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-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		
Staff Survey		
Family Survey		

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.

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	<ol style="list-style-type: none"> 1) The Reed Community believes fundamental changes in student behavior are accomplished through cooperative processes that allow all willing stakeholders to meet collaboratively to discuss alternative solutions regarding student discipline. These practices can lead to transformation of student behavior and relationships in the school community. 2) Leveled Literacy Intervention (L.L.I.)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<ol style="list-style-type: none"> 1) Reduce Suspensions and facilitate a culture of respect and community 2) Academic Intervention Services that focus on targeted, student growth

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	1) Leveled Literacy Intervention 2) Read 180
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	1) Small Group Reading Instruction, utilizing Individualized, Leveled Text 2) Technology-Based Reading Program that provides a customized/targeted digital experience

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	1) System 44 2) Naviance
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	1) Targets basic foundational, reading skills (Phonics) through the use of a digital platform 2) College & Career Exploration

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

- 1) <https://www.hmhco.com/research/system-44-evidence-and-efficacy-for-students-with-disabilities-and-english-learners>
- 2) <https://www.hobsons.com/solution/naviance/college-readiness-with-naviance/>

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
Mr. Anthony Coggiano	Principal
Mr. Jason Nemes	Assistant Principal
Mr. Don Bahr	Assistant Principal
Ms. Shiobhan Donohue	Teacher – English
Ms. Allison Dorn	Teacher – Math
Ms. Kristen Fischer	Teacher – Special Education English
Ms. Sheila Haglund	Teacher – ENL
Mr. Peter Ingoglia	Teacher – Music
Ms. Ivette Rios	Teacher – Bilingual Science
M. Leah Romero	Teacher – Special Education Math
Ms. Maryliz Zapata	Teacher – Special Education Science
Ms. Tammy Frick	Parent

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		
11/19/21	X			X		
1/14/22	X		X			
3/18/22	X		X	X		
5/4/22		X				
5/18/22					X	
6/17/22					X	
6/30/22					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

The student interview process was a major contributing factor with regard to writing our plan. Through the process we were able to gather valuable insight into where we were successful and also where we needed to target our energy and resources moving forward. The student responses were honest and helped the team to truly understand their needs, wants, concerns and hopes for the future of their school.

Equity Self-Reflection

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

The Equity Self Reflection process provided the team with an opportunity to take a close, honest look at our systems, processes, curriculum and practices. Through this lens, we were able to see what we are doing well, how we can build upon those successes and most importantly where we still have work to do to support our students and truly maximize their educational experience at Reed.

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.