



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Southampton UFSD	Southampton Intermediate School	5-8

Collaboratively Developed By:

The Southampton Intermediate School SCEP Development Team:

Justin Cobis	Principal
Michael Connell	Assistant Principal
Ana Martinez	Director of ENL, DL/WL and DEI
Shawn Smith	Physical Education Teacher
Kristen Churchill	Teacher
Sara Ciccariello	Social Worker
Richard Hite, Jr.	Parent
Kyna Eleazer	Parent
Tania Maza	Parent

And in partnership with the staff, students, and families of Southampton Intermediate School.

Guidance for Teams

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 2022-2023 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.

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 the 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

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to fostering an equitable, positive, true sense of belonging by deepening connections among students, parents, families, staff and community.</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 aligns with the Southampton School District's vision, and mission.</p> <p>Our mission statement states, Southampton School District, in partnership with our diverse community, will educate students in a safe, supportive environment and equip them with the knowledge, values and skills to become responsible citizens in a dynamic global society.</p> <p>Our vision states, Southampton School District is deeply rooted in a diverse community. Our students reflect the community's hopes, dreams, and accomplishments. We all benefit from the support of our residents, and so the community that supports our district should benefit from the quality of our schools. A strong relationship connecting students, staff, families and community will inspire all to embrace learning as a way of life.</p> <p>This commitment will provide significance to student voices.</p>

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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Parent engagement meetings</p>	<p>-Continue quarterly meetings with parents from Shinnecock Reservation. -Establish a format venue for consistent communication for African American/Black families.</p> <ul style="list-style-type: none"> ● Utilize the community liaisons to assist in communicating with African American/Black families and set up meetings to improve parent engagement ● Set up meetings with the community liaisons and building administration <p>-Coming up with new outreach strategies and marketing for each school event -Offer meetings in-person and via zoom</p>	<p>-Parent/Family attendance will be recorded -Feedback forms -Increased subgroup attendance at Open House, Parent/Teacher conferences</p>	<p>Funding to have Refreshments for each meeting. Funding for supplies at each meeting.</p>

Commitment 1

<p>SIS SCEP Team Monthly Meetings</p>	<p>-Monthly team meetings to oversee implementation of SCEP Plan. -Establish building goals to pursue increased student engagement on a daily basis. -Identify data sources to measure progress -ELA,Math & Science (State and in-house) -Study trends in data: Student discipline -SIS faculty and staff will complete the Equity Self Reflection. -Building goals for 2022-2023 -Identify professional development plan to support building needs. -Attendance</p>	<p>-Student focus group interview (mid year and end of year) -Teacher focus group interview (mid year and end of year)</p>	<p>Create schedule for meetings -10th period -1x month -Agenda for each meeting -Invite team members during the 1st faculty meeting after conducting the equity self reflection survey -Funding for refreshments -Funding to purchase books</p>
<p>Professional development</p>	<p>-Identify professional development for building connections with families -Identify professional development on adolescent development stages, poverty, trauma -Set up a series of topics</p>		<p>-BOCES PD: Student Stress and Trauma (Frank Kros) -Maslow's Hierarchy of Needs</p>
<p>Parent Seminars</p>	<p>Parent Leadership Training/University</p> <ul style="list-style-type: none"> ● 10 - 12 weekly training sessions; ● January Kickoff limited to 10 - 12 families; (50% of the spots will be for the identified subgroups) <p>Parent Workshops</p> <ul style="list-style-type: none"> ● Two parent educational forums ● Parent participation in staff PD 	<p>-Attendance -Feedback form at the end of the program -Exit slip at the end of each session</p>	<p>Funding to pay teachers/staff to create curriculum and materials for each session.</p>

Commitment 1

<p>Increasing Parent to School Communication</p>	<p>Designate a specific point person (teacher, Shinnecock communication aide, student supervisor, community liaison, guidance counselors and front office) to establish the home to school connection.</p> <ul style="list-style-type: none"> • Parent daily communication from teachers 	<p>-Through regularly scheduled meetings we will gauge the success through meeting agendas and minutes. -Parents surveys will be shared. -Parent attendance at the parent engagement meetings, PTO meetings, Open House, and parent teacher/conferences</p>	<p>-Schedule and location</p>
<p>Facilitate Student Involvement in current Extracurricular activities</p>	<p>-Intentionally reach out to students to encourage them to join -Target recruitment through grade level meetings, guidance counselors, faculty -Present extracurricular activities at a fall activities fair for students (gym, cafeteria, 10th period) -Present extracurricular activities at Open House -Create presentation to showcase all extracurricular activities (Add to the website) -Provide information at the ‘community center’ about extracurricular activities -Send information to ‘The Nations Voice’-(email on the reservation)-Send to Germain Smith -Allow multiple opportunities for sign ups -Survey students about club interest</p>	<p>-Attendance rosters -Analyze participation rates by subgroups quarterly.</p>	<p>-Student interest survey for extracurricular activities -Funding needed to fund new extracurricular activities -Organize and plan the activities fair for Open House -Two Student Clubs</p>
<p>Community Events</p>	<p>-Identify community events to take place throughout the school year</p>	<p>-Participation/Attendance</p>	<p>-Refreshments for each meeting</p>

Commitment 1

	-Collaborate with Parent Outreach Program		-Schedule date -Identify point person to assist with logistics of this event. Funding needed for this position
Multiple Survey for students	-Identify learning styles, interests, dreams and aspirations to help shape the building climate. -Ask open-ended questions to students at the beginning of the year (I wish my teacher knew...)	In line with the benchmark calendar	-Share survey results with teachers/staff -Use google forms to create survey -SCEP team will create the survey -SCEP team will analyze student responses and identify possible solutions
Expand supports for students who are chronically absent	-Maximize school staff and outside agencies' support services. (Student counselors, community liaisons, Shinnecock communication aides, etc.) -Survey chronically absent students to identify what the root cause is for their absence and develop an action plan to support those students' specific needs. -Quarterly analysis of student absences	Identify a baseline for attendance during the 1st quarter and continue to assess throughout the year	Funding for activities and materials -SCEP Iteam analyzes student attendance quarterly

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>
Student Survey	I feel valued and supported at school. There are adults in this school that look out for me. I am motivated to attend school on a daily basis. I feel like I belong, and I am safe here.	95% agree or strongly agree (Administer baseline in the Fall and then in the Spring)
Staff Survey	Equity Self Reflection Survey on google forms Principle: 1. Welcoming and Affirming Environment Principle 2: High Expectations and Rigorous Instruction (Practices 1 and 2)	100% Principle 1 Category: Integrating Principle 2 (Practices 1 and 2) Category: Integrating (Administer baseline in the Fall and then in the Spring)
Family Survey	SIS school Comprehensive Education School Survey -SIS communicates important information effectively. -I feel that SIS is supporting my need to play an active role in my child's education. -I believe that my child feels like they are a part of the SIS community.	95% agree or strongly agree (Administer baseline in the Fall and then in the Spring)

Commitment 1

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, Staff and family survey responses
- Agendas, minutes, and attendance from the SIS SCEP team meetings

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to developing a supportive and engaging learning environment focused on literacy initiatives in reading and mathematics to close the gaps in performance.</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>SUFSD's vision identifies a primary focus of creating a safe and supportive learning environment.</p> <p>Student interviews revealed a potential undercurrent of negative student - student interactions, where students were negatively targeted by peers based on academic success, student identity (i.e. cultural identity, etc.).</p> <p>The commitment supports the "How Learning Happens" document by addressing the basic student need for belonging and ensuring that every child feels safe, respected, supported, and has a true sense of belonging regardless.</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?
SIS SCEP Team Monthly Meetings	<ul style="list-style-type: none"> -Reviewing reading data -Identify areas for engagement -Review of assessments and benchmarks, progress reports and report cards Using Data to Drive Instruction -Analyze individual growth reports for reading inventory 	Measurable improvement for subgroups in benchmarks including AIMSWEB READING & MATH, SRI, NYSED 3-8 ASSESSMENTS & Regents Exams, Student Attendance	<ul style="list-style-type: none"> -Define schedule, meeting spaces Funding to buy books, resources and materials.
Professional Development	<ul style="list-style-type: none"> -Provide literacy specific professional development for faculty from both in house and outside sources. -Review student benchmarking data points for all faculty and progress monitoring processes (AIMS WEB Math, AIMS WEB Reading, SRI, etc.) and provide professional development for analysis. -Review Student Support Service referral process and other student resources with faculty at faculty meetings -Tier 2 instructional strategies professional development 	-Feedback form at the end of each professional development session and/or faculty meeting (Delivery, effectiveness, and application)	<ul style="list-style-type: none"> -Define schedule for professional development -Funding needed for outside PD sources
Building Level Review of Building Interventions	<ul style="list-style-type: none"> -Identify benchmarks -Create Benchmark calendar and timelines 	-Review 3 x year benchmarks and percentage of students	-Define schedule, meeting spaces

Commitment 2

	<ul style="list-style-type: none"> -define cutoffs, parameters/cutoffs for tier 2 and tier 3 interventions -Assemble grade level teams to review benchmark assessments in the fall, winter, and spring 	receiving tier 2 and tier 3 interventions	
Literacy After School Program	<ul style="list-style-type: none"> -Reading and writing interventions will be provided to students after school -Review delivery of services during the 2021-2022 school year of students in the program (Invite at least 1 member of the program) 	<ul style="list-style-type: none"> -Initial benchmark data will determine the interventions that students will receive -Students will be assessed throughout the year to determine growth in reading and writing 	<ul style="list-style-type: none"> -Define schedule, meeting spaces -Notifications will be sent out to parents
Communication with parents	<ul style="list-style-type: none"> -Provide parents and families with benchmark data 3x year including the Aimsweb, F&P and SRI data -Provide parents a tutorial to interpret results 	-Provide parents with copies of benchmark data	<ul style="list-style-type: none"> -Set up schedule for parent tutorials -Notifications will be sent out to parents

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>
Student Survey	<p>I receive and understand information from benchmark assessments about my grade level readiness.</p> <p>I know who to contact at SIS to discuss my academic progress.</p> <p>I communicate adequately with my teacher about my academic progress.</p> <p>I am able to practice reading in my preferred way of learning at school.</p>	<p>95% agree or strongly agree</p> <p>(Administer baseline in the Fall and then in the Spring)</p>
Staff Survey	<p>-I provide information from benchmark assessments about my students’ grade level readiness.</p> <p>-I receive information about benchmark data and progress monitoring.</p> <p>-I communicate adequately with my students about their academic progress.</p> <p>-I provide differentiation in the classroom to allow for students to practice reading in their preferred way.</p>	<p>95% agree or strongly agree</p> <p>(Administer baseline in the Fall and then in the Spring)</p>
Family Survey	<p>I receive and understand information from benchmark assessments about my child grade level readiness.</p> <p>I know who to contact at SIS to discuss my child’s academic progress.</p> <p>I communicate adequately with my child's teacher about their academic progress.</p>	<p>95% agree or strongly agree</p> <p>(Administer baseline in the Fall and then in the Spring)</p>

Commitment 2

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, Staff and family survey responses
- Agendas, minutes, and attendance from the SIS SCEP team meetings

Commitment 2

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>We are committed to fostering an equitable, positive, true sense of belonging by deepening connections among students, staff and community.</p> <p>We are committed to developing a supportive and engaging learning environment focused on literacy initiatives to close the gaps in performance.</p>

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)	

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](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
Justin Cobis	Principal
Dr. Michael Connell	Assistant Principal
Ana Martinez	Director of ENL, Dual Language, WL, and DEI
Shawn Smith	Physical Education Teacher
Kristen Churchill	Teacher
Sara Ciccariello	Social Worker
Jalai Duroseau	School Counselor
Kyna Eleazer	Parent
Richard Hite, Jr.	Parent
Tania Maza	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

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>			<i>x</i>	<i>x</i>		
5/31/2022			X	X	X	
6/13/2022	X					
6/14/2022		X			X	X
6/22/2022					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 interviews helped focus the commitments. Students shared that they would like to have more connections to peers, teachers and staff. This aligns to commitment 1.

Equity Self-Reflection

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

The equity self reflection helped inform the team's plan because it highlighted building strengths and any areas that may need improvement.

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.