

Jr/Sr HS CAC  
Educational  
Initiatives Update  
March 31, 2022





- **MTSS (Multi-Tier Systems of Support)**
- **SEL (Social-Emotional Learning) or Character Education**





Goal #1  
Multi-Tiered  
Systems of  
Support



*We will prioritize standards and collect standards based data on a regular basis to inform our instruction. The data will be reviewed regularly by teachers during MTSS meetings. The data will also be used to revise curriculum maps.*

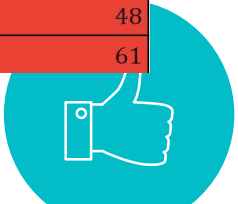


## Teacher Professional Development & Midterms

- Prioritized standards, completed gap analysis, and created midterms aligned to priority standards on December 10
- Administered midterm exams last week of January and first week of February
- Scored and analyzed data

# ELA 11 Priority Standards Data Chart Example

	RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularl	RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its a	RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	Midterm
1	2	2	2	2	2	2	66
2	2	2	2	2	2	2	71
3	2	2	2	2	2	1	85
4	2	2	2	2	2	2	71
5	3	3	3	3	2	3	89
6	3	3	3	3	3	3	94
7	3	3	3	3	3	3	99
8	3	3	3	3	2	3	76
9	2	2	2	2	2	2	64
10	1	1	1	1	1	1	48
11	1	1	1	1	1	1	61



### **Paragraph #1: Introduce the Central Idea**

**What you want to say to introduce the reading:**

**Introduce the Central Idea and the strategy:**

### **Paragraph #2: Your evidence from the text to support your Central Idea**

**The Central Idea you are going to support:**

**Evidence from the text to back it up.**

**1.**



## Interventions

- Determine which standards need to be retaught/revisited/need more practice
  - RI.3 - Teaching students to read closely while taking notes, use graphic organizers
- Identified students who need additional interventions
  - Additional Lab Time
  - Restructuring Labs
  - After School Assistance
- Tier 1 Conversations
  - Late Policy
  - Tier 2 Students

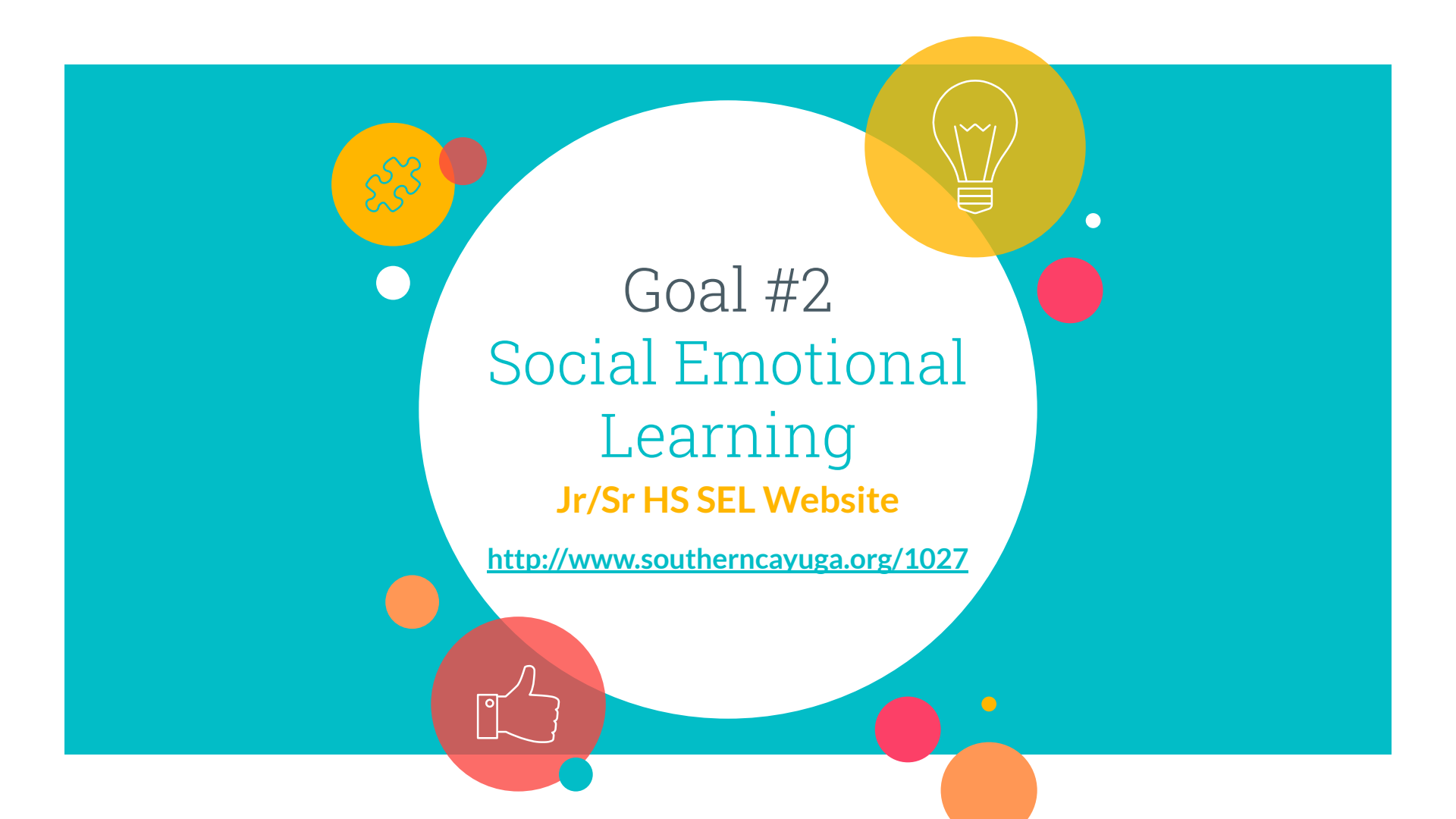


## Geometry Mid-Term Data Chart Example

Student Name:	Midterm:	MP1	MP2	MP3	AVE MP1-3	Priority Standards:		
						Green (%):	Yellow (%):	Red (%):
<i>Regents Geometry</i>								
1	73	90	88	81	83	82	18	0
2	80	93	93	87	88	82	18	0
3	63	78	78	73	73	27	55	18
4	76	77	78	73	76	36	64	0
5	102	100	98	100	100	100	0	0
6	87	93	95	91	92	100	0	0
7	81	90	86	83	85	82	18	0

## Teacher Analysis

- Using the data to...
  - Adjust grading practices for alignment
  - Adjust assessments for alignment
  - Tier 1 discussions (in-class support)
  - Tier 2 support (separate class support)
  - Review curriculum planning in dept meetings



Goal #2  
Social Emotional  
Learning

**Jr/Sr HS SEL Website**

<http://www.southerncayuga.org/1027>



*As a school we will implement social-emotional learning activities into our learning.*





## 7th and 8th SEL

- All Jr HS students learn about second step content during advisory. This is our 4th year using the program.
  - | Monday          | Tuesday         | Wednesday | Thursday      | Friday           |
|-----------------|-----------------|-----------|---------------|------------------|
| Weekly Check In | Class Challenge | Lesson    | Class Meeting | Weekly Check Out |
  - 7th Grade - Completed 16/26 lessons
    - Making Goals Specific, Breaking Down your Goals, How to be an Upstander
  - 8th Grade - Completed 16/27 lessons
    - Overcoming Roadblocks, Emotions Matter
- Unit lessons cover:
  - Mindset & Goals
  - Recognizing Bullying & Harassment
  - Thoughts, Emotions, Decisions
  - Managing Relationships & Social Conflict



## 7th and 8th SEL

In addition...

- Booster lessons are taught based on student need during social studies
  - Own your Part & Cause and Effect
  - Opinions v. Hurtful Statements
  - Options students have when they disagree
- Connections during social studies within the curriculum

## 9-12th SEL

- Implementing Character Strong Program in English courses in grades 9-12. This is the pilot year.
- Goal is to implement at least 6 lessons during the second semester (Feb-May 2022).
- Strong writing and discussion component.
- Unit lessons cover:
  - Belonging
  - Well-being
  - Engagement
  - Leadership

## Grade Level Planning...

- 12th Grade English completed a welcome and Purpose for Learning
  - Students were very involved in the discussion
  - Topics applicable to students
- 11th Grade English completed To Be Lists 1 and 2
  - Students responded positively
- 9th and 10th Grade English completed Stress and Coping and Perspective Taking
  - Students reviewed good peer relationship qualities and being a good role model

9-12th SEL



## Sr HS Student Feedback...

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"I liked them. It made me realize things about myself that I forgot."

"I love doing this and making myself a better person and learning to be better."

"I think it was a nice break just to chill and think about everything."

"These activities were not very helpful. I liked choosing a word "to be" for a day because it helps to keep me focused. But all of the other activities didn't feel age appropriate."

"It felt like things I already knew. It was a nice way to relax but I didn't get much else out of it."

"I think it was age appropriate for the most part. I enjoyed taking a couple days from school work to focus on mindfulness and I like activities where I can move around and do hands on stuff."

"From this lesson, I learned more about characteristics that I can apply to myself. It also reminded me of ways to get motivation to do my work. I thought that some of the activities were for younger groups and at some points I felt like it was busy work."

"I liked it. The three to be words helped me make decisions I was struggling with. I think this activity would've been different with a bigger school. In the end, I'm glad we did it."

"It is helpful as it teaches us about our classmates and how to have some decency."

"I think that this activity is geared for a younger audience but I think the purpose is good. I think more structure would help gear it in a better direction. I really liked the idea behind it, I just wish it had more direct intent."


"I think all of this was very helpful and I think I really opened up some minds to these concepts. It also helped with realizing what kind of people we truly are and personally, I enjoyed it."

"I think this would be more valuable for younger kids who are just learning to motivate themselves and others. It would be more important for them to understand how to be a better person."

"I believe that this was a good experience in building our character if we took it seriously. I think that if taken seriously it was helpful to bring a better understanding to how we view ourselves and our actions."



# Jr/Sr HS SEL Website...



**SOUTHERN CAYUGA  
CENTRAL SCHOOLS**

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Jr/Sr High School Home

Incident Report Form

2021-22 Course Offerings/Program of Studies

2021-22 Student Handbook

ACT vs SAT

Bell/Delay Schedule

Breakfast/Lunch Menus

Curriculum Maps - Jr HS

Curriculum Maps - Sr HS

Dignity Act/DASA

Faculty & Staff

Guidance Office

Health Office

NAVIANCE Login

NYS Graduation Requirements

PBL Resources - OCM

BOCES

SC Scholarship Foundation

SCCS National Honor Society

SEL Program Information

## SEL Program Information

SC Jr/Sr HS  
2384 Route 348 – Aurora, NY 13026  
Phone: 315.364.7111 x2103 – Fax: 315.364.8207

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**Welcome to the Southern Cayuga Jr/Sr High School SEL Information Webpage**

December 6, 2021

Dear Jr/Sr HS Families,

We understand just how challenging the past 20 months of the pandemic have been for the education of our students. This school year as we transitioned to all in-person daily instruction, we have seen an increased need to review Social and Emotional Learning (SEL)/Character Education with our students. While a common practice in grades k-8, this will be rather new for grades 9-12. More than two decades of research shows that SEL leads to increased academic achievement, good behavior practices, and a strong return on investment. Please [click here](#) for an overview flyer from the NYS Dept of Education regarding the use of SEL in schools.

SEL includes developing relationship skills, self-awareness, self-management, responsible decision-making, social awareness and optimistic thinking. In addition, SEL programming assists students and adults to interact both in the classroom and out of it and helps to provide an equitable, supportive, and welcoming school environment. To support our student's academic success, we are moving forward with social and emotional or character education activities to assist our students to navigate their educational career.

We offer our students two distinct programs to accomplish this goal. Both programs assist in the foundation of our school mission statement to be **safe, respectful, responsible, and kind**.

The grade 7 & 8 program (Jr HS) is called **Second Step**.

Please [click here](#) for an example of a 7th grade activity video overview on positive self-talk...

This program is currently running and has been offered to grades 7 & 8 for the past 3 years. It is a continuation of the Second Step elementary program that has been running for over 15 years. There are 4 key areas to this program offered as a part of our Jr High School advisory period. They are:

- Mindsets & Goals: Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.
- Recognizing Bullying & Harassment: Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately.
- Thoughts, Emotions & Decisions: Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress.
- Managing Relationships & Social Conflict: Students learn strategies for developing and maintaining healthy relationships, perspective taking, and dealing with conflict.

SEL Resources

[7th grade sample activity](#)

[9th grade sample activity](#)

[NYSed SEL Website](#)

[NYSed SEL Program Overview](#)

[CASEL Framework](#)

SEL Curriculum Overview

[Jr HS Second Step](#)

[Sr HS Character Strong](#)





Continuous analysis and adjustment will  
lead to student success!

