



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Solvay UFSD	Solvay Middle School	5-8

Collaboratively Developed By:

The Solvay Middle School SCEP Development Team:

- Gina LaPlant
- Bridget Nadzan
- Adam Sgroi
- Danielle Helinger
- Collin Thompson
- David Elmer
- Allison Medsger
- Andrea Martin
- Russ Stanton

And in partnership with the staff, students, and families of Solvay 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Study and examine the building schedule and use of instructional time across the building</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Student performance is in need of improvement. One way to start to see where we can improve this is to audit and evaluate the use of instructional time during the school day. Furthermore, the students interviewed for the SCIP and the Panorama survey clearly indicate that students felt there was not enough time to process and fully understand the content being delivered. Teachers also expressed the desire to look more closely at how the instructional day is used to find ways to optimize opportunities to learn and to provide students with the targeted support they need. Middle school has some uniqueness in the scheduling, specifically because of the NYSED requirements for the units of study including the CTE areas. We need to make sure we are meeting the needs of students to the best of our ability with the instructional time we have.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Hiring a consultant to help us with this work and the completion of the study. Additionally, Presentation to the whole building about findings and suggestions moving forward.</p>	<p>We hope to identify specific ways to improve the use of the school day and instructional time to increase students' opportunities to learn.</p>	

Commitment 1

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>What parts of the school support your learning the most? (This question would ask students to rank order the items listed. It would also include a follow-up to explain the highest and lowest ranked)</p> <p>I find the pace of instruction to be:</p> <ul style="list-style-type: none"> -Way too slow -A little too slow -Just right -A little too fast -Way too fast <p>On average, how much time do you spend a night on homework?</p>	<p>All of these questions are to gather data to help better understand how the instructional day is used, how it is meeting the needs of students, and to identify areas in need of improvement. The results will be used to inform the work done by the consultant.</p>	
Staff Survey	<p>Based on student learning throughout the year please rate the overall pace of instruction in your classes:</p> <ul style="list-style-type: none"> -Way too slow -A little too slow -Just right -A little too fast -Way too fast <p>Please rank order from least to most time spent on an average day in your class the following:</p> <ul style="list-style-type: none"> -Review of materials covered in previous lessons -Review of homework -Direct instruction on new content -Students engage in inquiry-based learning activities -Students engaged in individual work -Whole class discussion 	<p>All of these questions are to gather data to help better understand how the instructional day is used, how it is meeting the needs of students, and to identify areas in need of improvement. The results will be used to inform the work done by the consultant.</p>	

Commitment 1

	<p>What portions of the school day do you think benefit students the most and why?</p> <p>What portions of the school day do you think have the least benefit for students and why?</p>		
Family Survey	<p>Based on what you know about your child’s learning during school hours how would you rate the overall pace of the instruction?</p> <ul style="list-style-type: none"> -Way too slow -A little too slow -Just right -A little too fast -Way too fast <p>On average, how much time does your child spend each night on homework?</p> <p>What portions of the school day do you think benefits your child the most and why?</p> <p>What portions of the school day do you think benefits your child the most and why?</p>	<p>All of these questions are to gather data to help better understand how the instructional day is used, how it is meeting the needs of students, and to identify areas in need of improvement. The results will be used to inform the work done by the consultant.</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Commitment 1

<p>Mid-Year Benchmark(s)</p>	<p>We will review with the consultant the work completed. The goal is to have some preliminary assessments of the overall use of the school day and building schedule. The discussion will hopefully lead to a discussion to start to think about ways to improve the use of the school day and the identification of any other data that needs to be collect.</p>	<p>We hope to see clear ways to improve the use of instructional time to improve student outcomes.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
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Commitment 1

<p>Student Data</p>	<p>Student assessment data including state assessments and course grades. Additionally, a measure of the average amount of instructional time a student receives daily.</p>	<p>We hope to get an accurate picture of the instructional time students get each day and use it to find ways to improve.</p>	
<p>Adult/Schoolwide Behaviors and Practices Student Behaviors and Practices</p>	<p>At Mid-year we will be collecting data and compiling and analysis. This we won't really be at a point to see changes in behaviors or practices.</p>		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Hire a consultant to do the independent assessment and evaluation.</p>	<p>The independent consultant will identify a process and implement the process to evaluate the use of instructional time. After the assessment and evaluation, the consultant will develop suggested ways to improve the schedule and use of instructional time to support increased student performance.</p>	<p>Money to pay the consultant.</p>
<p>Develop a small committee of about 4-6 staff to serve as advisors to the consultant.</p>	<p>This group can help bridge the consultant to the building. This group can also support the messaging of the work and any subsequent changes. Additionally, this group can be the spokespeople and cheerleaders for this work with their colleagues.</p>	<p>Release time and money to support paying the staff for any out-of-contractual work time.</p>

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Increase adult capacity and abilities to appropriately support students' behavioral health.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Classroom disruptions impact the opportunity to learn. Students expressed a need for adults to support students' behavioral health. In the Panorama survey and in the focus groups students noted that they feel a high level of stress and also feel that teachers don't fully understand all that they are trying to balance. Additionally, some students indicated that they find disruptive behaviors by peers as negatively impacting their ability to learn. A review of the discipline data from the school also indicated the need to support students to keep them in class more often. While the referrals were down building wide the number of students with numerous classroom-level disciplinary referrals was high. This indicated a need to develop additional strategies to support students' behavior success in the classroom.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Disciplinary Data</p> <p>Panorama survey data</p> <p>Teacher survey questions related to student behavior.</p>	<p>Increased understanding of students and the causes of students' behavior. Decrease in overall classroom-based referrals and a decrease in the number of students getting numerous referrals. Students feel that their learning is not being disrupted by peer behavior.</p>	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete)</i>

Commitment 2

			<i>once Spring survey results are available)</i>
Student Survey	<p>Panorama question related to school climate.</p> <p>Please indicate how your classmate’s behavior impacts your learning.</p> <ul style="list-style-type: none"> -My peers support me in the classroom and improve my learning. -My peers’ behavior has no impact on my learning. -My peers’ behavior makes it a little harder for me to learn. -My peer’s behavior often makes it really hard for me to learn. 	<p>In the Panorma questions, we would like to see an increase in positive responses in the associated questions by at least 10%.</p>	
Staff Survey	<p>Panorama questions related to school climate.</p> <p>How often does student behavior negatively impact teaching and learning in an average period.</p> <ul style="list-style-type: none"> -Not at all -Rarely -On a somewhat regular basis -Often 	<p>In the Panorma questions, we would like to see an increase in positive responses in the associated questions by at least 10%.</p> <p>We would like to see that behavior rarely impacts learning.</p>	
Family Survey	<p>My child feels the following about their learning environment in school.</p> <ul style="list-style-type: none"> -The classroom environments are supportive of learning. -The classroom environments are somewhat supportive of learning. -The classroom environments are somewhat not supportive of learning. -The classroom environments are not supportive of learning. <p>Panorama questions related to school climate.</p>	<p>In the Panorma questions, we would like to see an increase in positive responses in the associated questions by at least 10%.</p> <p>We would like to see responses that indicate are supportive learning environments.</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Commitment 2

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Disciplinary Data	A decrease in disciplinary classroom-based referrals.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Disciplinary Referrals	Decrease of disciplinary referrals, specifically of multiple referrals from the same student.	
Adult/Schoolwide Behaviors and Practices	Increase use in the use of the Student Support Team to support students by applying interventions. Teachers will also transition discussions to be more focused on what teacher practices and student supports can be put in place to increase students' behavior health. Review of students' disciplinary referrals at grade-level meetings every five weeks.	Over time we hope to see a decrease in referrals and an increase in teachers discussing preventive and overall supportive practices to promote students' behavioral health.	
Student Behaviors and Practices	Attendance, disciplinary referrals, BIMAS	Over time we hope to see a decrease in the number of disciplinary referrals. We hope to see an increase in student attendance. For the BIMAS we hope to see more students scoring higher in measures of SEL and behaviour health.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implicit Bias training</p>	<p>All new teachers and mentors will be trained in December 2023. Offer training in spring 2024 and summer 2024.</p>	<p>Release time and sub coverage for the trainers and those taking the training.</p>
<p>CPI and Trauma-Informed Practices Training Non-instructional staff</p>	<p>In the fall we will conduct training for non-instructional staff such as cafeteria aides to support building their understanding by interacting in a trauma-informed perspective with students.</p>	<p>We have the in-house trainers so we need release time for them and money to pay for the time for non-instructional staff to take training outside of their work day.</p>
<p>Trauma-informed practices training</p>	<p>All new teachers and mentors will be trained in trauma-informed practices during the school year.</p>	<p>Subcoverage to conduct the training.</p>
<p>Mental Health First Aid</p>	<p>All new teachers and mentors will be trained. Additionally, at least 20% of the remaining teachers will be trained this year.</p>	<p>Subcoverage to conduct the training.</p>

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 2023-24?	Improve engagement and sense of belonging for our students.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	The Panorama survey data indicated only 55% of students feel a sense of belonging in school. Additionally, only 48% of students feel like they are engaged with school. Furthermore, student absenteeism rates are high in the middle school. Students need to be in school and feel a sense of belonging and connection to maximize their educational success.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Student attendance. Panorama (sense of belonging and engagement)	We would like to see a decrease in chronic absenteeism and an increase in students' sense of belonging and engagement in school.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	We will use the questions in the Panorama survey under a sense of belonging and school engagement.	We would like to see at least a 10% increase in favorable responses for school	

Commitment 3

	<p>What things about school make you feel most connected?</p> <p>What can the school do to make you feel more connected?</p>	<p>engagement and sense of belonging.</p> <p>We would like to see students identify specific things we can change to help students feel more connected.</p>	
Staff Survey	<p>How many students feel connected to school?</p> <ul style="list-style-type: none"> -Very few - Some - About half -Many -Almost all 	<p>We would like to see at least 60% of the responses in the favorable range (many and almost all)</p>	
Family Survey	<p>Panorama survey questions related to school fit.</p> <p>What makes your child feel most connected to school?</p> <p>What can the school do to make your child feel more connected to school?</p>	<p>We would like to see at least a 10% increase in favorable responses for school fit.</p> <p>We would like to see families identify specific things we can change to help students feel more connected.</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

Commitment 3

Mid-Year Benchmark(s)	Student Attendance	An increase in student attendance compared to last year.
	BIMAS	Students having positive behavioral health.
	Fall Panorama Survey Results	Improvement in sense of belonging measure compared to last year.

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Student attendance and disciplinary referrals. Referrals to SST	We expect to see a decrease in referrals and an increase in attendance. We should see students being referred to the Student Support Team when a lack of connection and engagement is noticed and a resulting increase in interventions to support students.	
Adult/Schoolwide Behaviors and Practices	Teachers and staff interactions with students.	Teacher and staff language should be positive and focused on helping identify students we are not connected to school and finding ways to support them.	
Student Behaviors and Practices	Disciplinary referrals. Student time in classrooms. Student engagement in classrooms. Student participation in extracurricular events.	Decrease in referrals and students not in classrooms (i.e. student wandering the halls). At least 50% of students participate in one or more extra curricular activity.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student programming throughout the year to promote kindness and respect of others (i.e. Ball in House)	Bringing in programming to support students developing a respect for differences and a culture of kindness will support students feeling a sense of belonging.	Money to pay for programming.
Increasing the diversity of celebrations throughout the year.	The ENL teachers will compile a list of important cultural celebrations associated with the diversity of our student population. The building will work to have visual representations and education on various celebrations throughout the year.	Schedule the celebrations and time to make visual representations.
Focus groups	Conduct purposeful focus groups to gain a better understanding of the connection or lack thereof that various student groups have with the school. The focus groups will also identify specific changes the school can make to make more students feel a sense of connection and belonging.	Money to pay for the consultant to conduct the focus groups, analyze the results, and provide feedback.
Cultural Fair	We will have a building-wide cultural fair during the school day in the evening to celebrate diversity in our building.	People to organize this and work with students. Money to pay staff for out-of-contractual work time and for materials for the event.
Develop a social justice committee in the middle school	<p>Present to a faculty meeting in the fall about what the goal of the committee is and what you might do. Develop public displays related to social justice in the building and school-based activities. Get the committee to be active for the year and identify some specific benchmarks.</p> <p>We have a group of teachers who are part of the NYSUT social justice group and have</p>	Staff to engage in the work. Release time for them to work together. Potentially paying them for any out-of-contractual work hours. Additionally, if there is any training or professional development

Commitment 3

	been through the training. We will continue to support this work.	opportunities for this group we would need money to support that.
Safe Space Training	Have someone trained to be a trainer for Safe Space. After that roll out the training for the building. Increase visual representation of safe spaces.	Monetary cost of safe space training

COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Increase family and school connections</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>Our family survey for Panorma only had a response rate of about 8%. While this past year we had more participation in academic and athletic end-of-the-year celebrations we need to increase the connections throughout the year. Furthermore, we need to increase the diversity of our family connections. We recognized that we are not reaching families at a proportion that represents the diversity of our students. We have also noticed a lack of families logging into SchoolTool to continue to be informed about students' academic progress.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>The number of family engagement activities and attendance at the events.</p>	<p>We hope to increase our family events. Also, we would like to increase the overall attendance and diversity of families attending.</p>	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<p>Student Survey</p>	<p>The adults in my home: -Have no idea what I do in school -Have know a little bit about what I do in school</p>	<p>We would like to have over 50% positive response (pretty good understanding and</p>	

Commitment 4

	- Have a pretty good understanding of what I do in school. -Know just about everything I do in school.	know just about everything)	
Staff Survey	I would rate my communication and connection to families as: -I have very little communication and/or connection to the families -I have pretty good communication and/or connection to a few families. -I have pretty good communication and/or connection to most of the families -I have solid communication and/or connection with almost or all of the families.	We would like 75% positive responses (the last two choices in the question)	
Family Survey	Barriers to Engagement in Panorama Survey.	An increase in participation in the survey and a clear identification of ways we can support families in being more engaged.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Commitment 4

<p>Mid-Year Benchmark(s)</p>	<p>Number of family engagement events, attendance at events, SchoolTool parent logins, number of families connected through ParentSquare</p>	<p>This will be the first time we will collect data on engagement activities and review attendance.</p> <p>We would like to see over 70% of families logging into SchoolTool to monitor students' academic progress.</p> <p>Get to over 95% of families connected with ParentSquare.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
<p>Student Data</p>	<p>SchoolTool login</p>	<p>Over 50% of students have had a parent log into SchoolTool</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Increase in teachers and staff making positive calls and connections with families.</p>	<p>Teacher reporting connection made with families. Team meetings include the sharing of conversations and connections made with families.</p>	
<p>Student Behaviors and Practices</p>	<p>NA</p>	<p>NA</p>	

Key Strategies and Resources

<p>STRATEGY</p>	<p>METHODS</p>	<p>RESOURCES</p>
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes,</p>

Commitment 4

		Individuals) are necessary to support these strategies?
Focus groups	We will hire a consultant to conduct focus groups with families to better understand how we can improve the school's connection with them.	Money to hire the consultant. Families to participate.
Increase focus and training for parent communication	<p>All new teachers and their mentors will participate in a half-day PD in October related to parent and family communication and making positive connections. In the afternoon mentors will work with new teachers to develop a parent communication plan.</p> <p>Discussion at faculty meetings and team meetings about the importance and expectations for family communication. The building principal will attend team meetings at least once a month to discuss family communication and track which families have been contacted.</p>	Release time for teachers to attend the PD and complete the work. Money to support any work that is completed outside of contractual work hours.
Monthly review ParentSquare	Each month the ParentSquare connectivity report will be pulled. Any family for whom we don't have ParentSquare connection with will be reached out to and supported to get signed up for ParentSquare communications.	An individual dedicated to do this work. We will be using our Community Schools Coordinator.
Develop online training for caregivers about using ParentSquare and SchoolTool	We will create and translate short tutorials to place online to guide people in signing up for ParentSquare and how to log into SchoolTool.	Time and support for our technology department to do this. Money to support the translation of the videos into the languages spoken by our families.
Technology help sessions are offered when other family engagement activities are occurring.	We will set up a technology help table at various events to support families in getting signed up and knowing how to use our main communication platform.	Money to pay staff for outside of contractual work time.
Homework Dinners	We will create a committee to start to plan and organize a family evening that includes a meal and the opportunity for families to visit teachers to gain a better understanding of how best to support students academically at home.	Staff willing to engage in this work and staff willing to participate.

Commitment 4

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	PLCs for grade level teams
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We believe this will help all of our commitments and that is why we selected it. Each day the grade level teams have a common meeting time. The PLC structure will help make better use of this time and increase the data focus of each meeting.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The team learned that we are overall not doing enough to meet our students' needs with regard to academic and behavioral health. This came out in the student data for assessments, discipline, attendance, and BIMAS. Additionally, the Panorama survey and the student interviews revealed the same.

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Gina LaPlant	Special Education Teacher
David Elmer	Math Teacher
Andra Martin	Special Education Teacher
Collin Thompson	Math Teacher
Allison Medsger	Librarian
Adam Sgroi	Social Studies Teacher
Danielle Hellinger	AIS Teacher
Russ Stanton	Principal and Parent
Bridget Nadzan	Assistant Principal
Jessica Whisher-Hehl	Assistant Superintendent
19 Students across 5-8th grade. For privacy we are not listing the names	
Amy Stanton	Member of the District's Parent Advisory Team
Jennifer Fragola	Member of the District's Parent Advisory Team
Nicole Ince	Member of the District's Parent Advisory Team
Jessica Hardy	Member of the District's Parent Advisory Team

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>June 2023 - Several days</i>					x		
July 13, 2023	x	X	X		x (reviewed)		
July 17, 2023,				X	X		
July 18, 2023						X	X
Throughout July							Finalized by building and district leadership

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

This helped the team better understand the perspectives and reality of students. Specifically, the interviews helped the team see specific ways we were not meeting students' need. For example, the level of stress and anxiety students are under in and out of school was bigger than the team had originally thought. It highlighted the negative impact bullying and other negative student interactions have on our overall student population. An action between two students doesn't just impact them.

The students also demonstrated a desire to learn but indicated that all too often things in the classrooms and within school got in the way. Several students indicated that they need more afterschool support and for the pace of instruction to slow down. Students also expressed a desire to have more open-ended learning opportunities as well as collaborative learning activities.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** 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 July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.