



School Comprehensive Education Plan

2024-25

(Year 2 of 3)

District	School Name	Grades Served
Solvay Union Free School District	Solvay Middle School	5-8

Collaboratively Developed By:

The Solvay Middle School SCEP Development Team:

- Russ Stanton
- Bridget Nadzan
- Jessica Whisher-Hehl
- Kristen Powers
- Allison Medsger
- Danielle Helinger
- Nick Costa

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

Evidence-Based Intervention

Solvay Middle School has chosen an intervention from the **State-Supported Evidence Based Interventions** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

<p>Evidence-Based Intervention Identified</p>	<p>Professional Learning Communities</p>
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>Commitment 1: Examine how changes to the building schedule contribute impact instructional time and whether they contribute to increased student achievement.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>By integrating PLCs with the Envision/Analyze/Listen process, we can create a collaborative environment where our teachers continuously evaluate and improve how instructional time is used, ultimately enhancing the learning experience for students.</p>

COMMITMENT 1

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>2023-2024: Study and examine the building schedule and use of instructional time across the building</p> <p>2024-2025: Examine how changes to the building schedule contribute impact instructional time and whether they contribute to increased student achievement.</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>During 2023-2024, we made progress on understanding how the school's schedule impacts instructional time and our making some changes for 2024-2025. The schedule was a focus of the work of the MTSS Committee. We also hired consultants to conduct focus groups with staff members on the topic of the schedule. The results showed that teachers have a desire for more instructional time. The consultants also helped us better understand the NYS Middle School regulations and how we are meeting and exceeding those.</p> <p>However, student performance is still in need of improvement. The data we reviewed shows that students are not yet making grade-level gains in ELA and math. We need to investigate whether we are using the right tools to identify the students who need the most academic support and whether we have the right instructional programs to support them.</p>

Key Strategies

<p>KEY STRATEGY</p>	<p>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Implement changes to the Middle School Schedule</p>	<p>NEW</p>	<p>In 2023-2024, we learned what we value when it comes to schedules. We also now understand how our values limit our choices. We need to implement the changes to the schedule and then understand what impact they are having.</p>
<p>Increase focus on instruction</p>	<p>NEW</p>	<p>The data from the Spring 2024 IXL benchmark tests showed that our students are overwhelmingly not performing at grade level on math and ELA. An increased focus on instruction will allow us to understand how our instruction is linked to student achievement outcomes.</p>
<p>Build understanding of benchmark tools.</p>	<p>NEW</p>	<p>Teachers want to understand whether IXL is the best screener tool for us. They would like to create a committee to investigate other screener/benchmark tools. They also wonder about whether students are taking the benchmark tests seriously and using all of the tools available to them. Parents also reported a desire to better understand benchmark tools and reports.</p>

Implementation

KEY STRATEGY 1	Implement changes to the Middle School schedule
-----------------------	--

IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
We are eliminating TIP for 2023-2024. This will give us more flexibility in providing AIS.	When will this be in place? September 2024
We will need to understand and then troubleshoot new issues that come from eliminating TIP. We will use the Fall 2024 Staff Panorama Survey to capture feedback on the changes.	Ongoing 2024-2025
Going to take the schedule question to the Teach to Lead Summit in November 2024.	November 2024

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<ul style="list-style-type: none"> ● Money for Teach to Lead Summit ● Money for Panorama Staff Survey in Fall 2024 ● Money to pay consultant to support the administration and analysis of the Panorma Survey ● Money to continue work with BOCE’s consultant in implementing PLCs

KEY STRATEGY 2

Increase focus on instruction

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Participate in the program review process at the district level.	Spring 2023
Build opportunities for MS AIS and Math teachers to observe Reveal Math practice/instruction at the elementary level.	Fall 2024
Attend Harvard University's training for Instructional Rounds and develop an implementation plan.	Winter 2024
Prioritize NYS Assessment Item Analysis review.	September 2024
Continue to hold data meetings to review student performance and progress toward targets.	2024-2025

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Substitutes
- Leadership in program review process
- Research on Instructional Rounds - funding for the Harvard training will be budgeted with Title II funds
- Expertise in putting together data for review and leadership for item analysis/content conversations

KEY STRATEGY 3**Build understanding of benchmarking tools****IMPLEMENTATION**

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Create a committee to investigate other screener/benchmark tools	Winter/Spring 2024
Help students understand why putting in effort on benchmark tests is important. Investigate whether students are using the reading tool on math tests and whether language translations are accurate.	Fall 2024
Ensure spreadsheets that have relevant student data (i.e., state test scores, IXL data) are shared with all teachers.	Fall 2024
Help families better understand benchmark reports/tools by reviewing our benchmark letters and the information that we share with families about our benchmark tools and their purpose.	Fall 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Committee volunteers and relevant research on benchmark tools
- Time to create reports and edit family letters
- Processes for sharing information with all teachers

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	Panorama Survey Data	Teachers report issues related to the new schedule that has no TIP time integrated. We are able to make adjustments as needed.	
2	Data Meetings	Data meeting schedule for 2024-2025 is published. Item Analysis on Spring 2024 assessments has been completed.	
3	Student Spreadsheet	Spreadsheet with students' IXL data and NYS Assessment scores has been shared and accessed by all middle school teachers.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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>
Mid-Year Benchmark(s)	Teach to Lead Summit	New options for middle school schedule as brainstormed at the Summit and shared back with school leaders.	
End-of-the Year Targets	Plan for 2025-2026 schedule	Learnings from the continued study of the schedule and instructional focus allow us to make decisions about the 2025-2026 schedule in early Spring 2025.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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: -Way too slow -A little too slow -Just right -A little too fast -Way too fast</p>	<p>Students in 5th grade spoke about their teachers supporting their learning. Students in grades 6-8 spoke about their teachers and friends supporting their learning.</p> <p>A question about the pace of instruction was not asked in 2023-2024.</p>	<p>We would like to continue to see that students name their teachers as supporting their learning.</p> <p>We would like to see 50% or greater favorable responses on the pace of instruction.</p>	
Staff Survey	<p>Based on student learning throughout the year please rate the overall pace of instruction in your classes: -Way too slow -A little too slow -Just right -A little too fast -Way too fast</p>	<p>A staff survey was not done in 2023-2024.</p>	<p>We would like 75% or more of teachers to favorably report on their pace of instruction.</p> <p>We would like to see that 75% or more of</p>	

	<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>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>		<p>teachers report that the most time spent in their classroom on activities that feature student thinking and engagement.</p> <p>We would like to understand what parts of the day teachers think are most and least beneficial to students so we can make adjustments as needed.</p>	
<p>Family Survey</p>	<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>We would like to see 60% or more of families reporting favorably on the pace of instruction.</p> <p>For the other questions, we have no desired responses. Instead, we want to better understand parent perspectives.</p>	

	What portions of the school day do you think benefits your child the most and why?			
--	--	--	--	--

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>2023-2024: Increase adult capacity and abilities to appropriately support students’ behavioral health.</p> <p>2024-2025: Continue to 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. The focus groups that our consultants held with students in Spring 2024 showed that students believe student behavior is a problem at the school. Additionally, the results of the Spring 2024 Panorama Student Survey showed that students thought their learning was distributed by their peers. This was the first-time that we asked this question, so we will consider this the baseline. Among 5th graders, only 35% of students responded favorably when asked if their students aid their learning; in grades 6-8, 52% of students responded favorably.</p> <p>Although discipline referrals were down in 2022-2023, they were back up in 2023-2024. Mid-year disciplinary referrals increased 29% from 2022-2023 to 2023-2024.</p> <p>We saw improvement in BIMAS data on the following indicators: Conduct: High Risk went from 2% to 1%, Some Risk went from 10% to 7%; Social: Concern went from 43% to 20%, Typical went from 53% to 68%, and Strength went from 4% to 11%; Academic Functioning: Concern went from 23% to 15%. These are all improvements.</p>

Key Strategies

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Roll out Code of Conduct changes with an emphasis on communicating best practices around reporting.</p>	<p>NEW</p>	<p>The Code of Conduct committee worked extensively during 2023-2024 to overhaul the district’s Code of Conduct. The goal was to make the Code of Conduct more relevant and equitable to the entire school community. Rolling out the changes to the Code of Conduct is a priority for helping all community members understand the school’s expectations for behavior and for fostering school-home connections to support students and decrease disruptions to the classroom.</p>
<p>Expand the use of the Smart Pass System, which was piloted during the 2023-2024 school year.</p>	<p>NEW</p>	<p>The Smart Pass System allows the school’s main office to keep tabs on students when they are out of their classrooms, which helps to ensure that students are not missing large chunks of instruction.</p>
<p>Continue to provide trainings to new staff as listed in the 2023-2024 SCEP (i.e., Implicit Bias Training, CPI, Trauma-Informed Practices, etc.).</p>	<p>EXPAND</p>	<p>We believe that the teachers who have undergone these trainings have benefitted from a better understanding of students and their needs.</p>

Implementation

KEY STRATEGY 1	Roll out Code of Conduct changes with an emphasis on communicating best practices around reporting.
-----------------------	---

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?	
Be sure that all staff, including special area teachers and TAs/Aides get the same information as the grade-level teams.	August 2024
<p>Engage teachers in PD about the disciplinary referral process. Topics to include:</p> <ul style="list-style-type: none"> ● When to write a referral (including when students get kicked out of class). ● Communicating with parents about classroom behavior before it gets to the level of a referral. ● Highlighting what happens after referrals are written—what actions do administrators take? ● Turning on the “for information only” feature to help teachers create a paper trail when referrals aren’t yet warranted. 	September 2024
<p>Help teachers and parents understand “progressive discipline.”</p> <ul style="list-style-type: none"> ● Help teachers understand how referrals across teachers, warnings, etc. all work together. ● Prioritize communication between parents and teachers about behavior. ● Parents who hear about their students’ behavior in the classroom before it rises to the level of a referral are more likely to respond better. ● Teachers should be calling home when they write a classroom-based discipline referral 	September 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Development of expectations by building administrators
- Time for conversations between administrators and teachers
- Written/visual materials from administrators to teachers that help convey expectations (i.e., flowchart)
- Opportunities to communicate with families

KEY STRATEGY 2

Expand the use of the Smart Pass System, which was piloted during the 2023-2024 school year.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Purchase and roll out Smart Pass to all school staff

August 2024

Help students understand the purpose of Smart Pass. (Note students' concerns from the Focus Group interviews and address as needed.)

September 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Money for Smart Pass purchase
- Time to meet with students and staff to help communicate intent and use

KEY STRATEGY 3

Continue to provide trainings to new staff as listed in the 2023-2024 SCEP (i.e., Implicit Bias Training, CPI, Trauma-Informed Practices, etc.).

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Make use of new teacher mentor/mentee days to provide trainings.

August 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Money to pay for programs/training

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	Meeting Agendas/Notes	Code of Conduct conversations have happened in multiple settings: faculty meetings, student orientations, family welcome events	
3	Number of new staff trained in programs	All new teachers have taken part in the trainings or are scheduled to take part in the trainings.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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>
Mid-Year Benchmark(s)	<p>Number and type of total discipline referrals</p> <p>Percentage of students with multiple discipline referrals</p> <p>Positive phone calls home</p>	<p>More consistent categorization of discipline referrals, as evidenced by anecdotal information from Principal and Dean of Students.</p> <p>All students in the school have received a positive phone call home to begin the school year.</p>	
End-of-the Year Targets	<p>Number and type of total discipline referrals</p> <p>Percentage of students with multiple discipline referrals</p>	<p>Reduction in total number of referrals and percentage of students with multiple discipline referrals from 2021-2022 to 2024-2025.</p> <p>Fewer discipline referrals for behavior in the hallways/bathroom that is able to be monitored through the Smart Pass system.</p>	

	Percentage of building teachers that have been trained in each of the different SEL programs.	At least 25% of all teachers in the building have been trained in each program.	
--	---	---	--

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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>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>Among 5th graders, 35% of students responded favorably; in grades 6-8, 52% of students responded favorably.</p>	<p>Increase in favorable responses by 5% or more.</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 	N/A	<p>Favorable responses are at least 75%</p>	
Family Survey	<p>Panorama Questions about School Climate:</p>	N/A	<p>Favorable responses of at least 75%</p>	

	<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.			
--	---	--	--	--

COMMITMENT 3

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>2023-2024: Improve engagement and sense of belonging for our students.</p> <p>2024-2025: Improve engagement and sense of belonging for all school community members.</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>The Spring 2024 Panorama Student Survey showed no statistically significant changes in students' sense of belonging and engagement in the school community.</p> <p>Our student focus groups showed that students did not always feel respected by their teachers and like they belonged at Solvay.</p> <p>The DCIP notes that family and community engagement is a district-wide priority.</p>

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
Better understand and build on adults' sense of belonging and engagement in the school community.	NEW	Much of the staff at SMS is non-tenured and we wonder about their own sense of belonging and engagement in the school community. We recognize that to build students' sense of belonging, teachers need to feel that they belong, too.
Create a Principal's Council of a diverse cross-section of students.	NEW	The committee recognized the power of the feedback from the student focus groups that were held in Spring 2024. We would like to hear more from our students about how they are experiencing the school committee.
Continue to build capacity to conduct Upstander circles and utilize NYSUT training to move the Social Justice Committee forward.	EXPAND	These were strategies for 2023-2024 that did not see a lot of movement. We would like to keep these goals for 2024-2025 and see if we can build on what has been achieved to see if progress can be made.
Conduct an audit of students' participation in sports, clubs, and extracurricular activities.	REFINE	We will not be able to improve students' sense of belonging and engagement until we understand which students are not engaged and what is of interest to them.

Implementation

KEY STRATEGY 1	Better understand and build on adults' sense of belonging and engagement in the school community.
-----------------------	---

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Work with SUFSD's teachers' union to offer opportunities for engagement among the staff at Solvay Middle School.		Throughout 2024-2025
Administer a Panorama Teacher Survey in 2024-2025.		Fall 2024

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<ul style="list-style-type: none"> Coordination with Solvay's Teachers' Association Time to coordinate and complete the survey

KEY STRATEGY 2

Create a Principal's Council of a diverse cross-section of students.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Schedule meetings and define goals.

Summer 2024

Identify and recruit students.

September 2024

Ask students to provide feedback and information to the administration about students' school experience.

Throughout 2024-2025

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Time
- Student Volunteers

KEY STRATEGY 3

Continue to build capacity to conduct Upstander circles and utilize NYSUT training to move the Social Justice Committee forward.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 4? What steps are involved?

Contact Upstander training organization to discuss next steps.	September 2024
Ensure all teachers understand the goal of Upstander	Fall 2024
Debrief teacher's attendance at NYSUT Social Justice Committee Training and plan next steps.	Summer 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Knowledge and support from Upstander Program and NYSUT
- Funding to continue collaboration with Peaceful School with regards to Upstander training and circles

KEY STRATEGY 4

Conduct an audit of students' participation in sports, clubs, and extracurricular activities.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Identify a small group to take the lead on planning, coordinating, and analyzing this work.	Summer 2024 - Fall 2024
After the audit, survey students to understand what other activities could increase their engagement.	Winter 2024
Look for trends that might explain why 8th graders have reduced percentages of chronic absenteeism and discipline referrals.	Winter 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Volunteers to lead the work
- Time for student
- People to develop a data collection process to better understand student participation in extra-curricular activities.

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	Panorama Teacher Survey Data	Collect a baseline for teachers' sense of belonging and engagement	
2	Principal Council Agenda	Students have been identified, goals have been shared, and at least one meeting has occurred.	
3	Student Activity Audit	The people leading this work will have a plan to share with the administration for conducting the audit.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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>
Mid-Year Benchmark(s)	Students' attendance data.	As students feel more engaged in school, their attendance should improve. We should see a decrease in total number of absences and chronic absenteeism.	
End-of-the Year Targets	Students' attendance data. Student discipline data.	As students feel more engaged in school, their attendance and behavior should improve. We should see a decrease in total number of absences and chronic absenteeism and multiple referrals.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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>We will use the questions in the Panorama survey under a sense of belonging and school engagement.</p> <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>There were no statistically significant differences in students' sense of belonging and engagement in school between the Spring 2023 Panorama Survey and the Spring 2024 survey. Students overwhelmingly mentioned their friends as what makes them feel connected to school.</p>	<p>We would like to see at least a 10% increase in favorable responses for school 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 	n/a	We would like to see at least 60% of the responses in the favorable range (many and almost all)	

<p>Family Survey</p>	<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>	
-----------------------------	---	---	--

COMMITMENT 4

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>2023-2024: Increase family and school connections</p> <p>2024-2025: Continue to 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"> · <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>The results of our family focus groups in Spring 2024 showed that parents across the district would like to see improved communication. 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>

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
Administer a Panorama Survey for Families in Fall 2024.	REFINE	<p>We will not know what our families need unless we ask them. The focus groups in Spring 2024 were helpful but did not capture a wide-enough swath of the population. We need the survey to hear from more parents.</p>
Assess procedures for recommending and selecting students for advanced academic programming.	NEW	<p>Our current procedures for enrolling students in advanced courses does not include a parent consultation.</p> <p>When Success Academy was presented to the ENL Family Nights, there was a large jump in enrollment for ENL students.</p> <p>Our Regents data at the High School does not show many students reaching mastery on exams.</p> <p>We think that involving parents more in conversations about academics for successful students might encourage more students to strive higher.</p>
Extend the ENL Family Nights to all parents.	EXPAND	<p>The ENL Family Nights were incredibly successful. They were able to connect families with myriad resources. However, we know that ENL families are not the only families that can benefit from information on</p>

		<p>topics like renters rights and social service networks. As a part of our community schools efforts, we would like to expand this to more families.</p>
<p>Start Homework Dinners and Positive Phone Calls Home</p>	<p>REFINE</p>	<p>Positive Phone Calls home have been used at SMS in the past with success.</p> <p>Homework Dinners were not able to get started in 2023-2024 but the focus group results show that many parents feel unable to help their students with their homework currently.</p>

Implementation

KEY STRATEGY 1	Administer a Panorama Survey for Families in Fall 2024.
-----------------------	---

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Work with Panorama to set up the Family Survey for rollout.		September 2024
Implement the survey and provide multiple reminders and opportunities for completion.		Late September 2024
Analyze results.		Early October 2024

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<ul style="list-style-type: none"> Support from Panorama for survey implementation Time to analyze results Money to hire consultant to support the deployment and analysis of the survey

KEY STRATEGY 2

Assess procedures for recommending and selecting students for advanced academic programming.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Create a committee to review current practices and discuss any proposed changes. Ensure the committee considers how parents can be involved in the process.

Winter 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Time for committee work

KEY STRATEGY 3

Extend the ENL Family Nights to all parents.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Designate a team to lead the coordination of Family Nights. This team should work closely with the ENL Family Night committee to learn from them. The committee should include the Community Schools Coordinator.

Summer 2024

Schedule dates for 3 meetings throughout the 2024-2025 school year.

Summer 2024

Implement Family Nights that highlight community resources or important and relevant information (e.g., renters' rights, technology tools). Part of implementation might be revamping and reassessing tools that already exist in the school community (i.e., the online trainings for SchoolTool).

Throughout 2024-2025

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Money to pay committee for out of contractual work time to plan and execute the family nights
- Time

KEY STRATEGY 4

Start Homework Dinners and Positive Phone Calls Home

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Building administrators will set expectations and goals for Positive Phone Calls Home and Homework Dinners initiatives.		Summer 2024
Building administrators will work with teachers to communicate the goals and expectations for Positive Phone Calls Home.		August 2024
Teachers will conduct Positive Phone Calls Home.		September 2024
Administrators will schedule at least 2 Homework Dinners for 2024-2025.		Throughout 2024-2025
Volunteers will work to arrange the Homework Diner and will engage with PTO and Community Schools Coordinator to provide food for the event.		Throughout 2024-2025

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<ul style="list-style-type: none"> • Time to plan events • Money to pay for out of contractual time to organize and facilitate the nights

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	Panorama Survey	Baseline data is collected related to family engagement.	
2-4	Committee Agendas and Minutes	Committees for Homework Diners, family nights, and advancement placement are all set up and have had at least one meeting.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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>
Mid-Year Benchmark(s)	Number of family engagement events and attendance at events.	By mid-year, we have offered at least 5 family engagement events.	
End-of-the Year Targets	Number of family engagement events, attendance at events, SchoolTool parent logins, number of families connected through ParentSquare	<p>We would like to see over 70% of families logging into SchoolTool at least 4x/year to monitor students' academic progress.</p> <p>Stay at over 95% of families connected with ParentSquare.</p>	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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	The adults in my home: -Have no idea what I do in school -Have know a little bit about what I do in school - Have a pretty good understanding of what I do in school. -Know just about everything I do in school.	74% of the 5th grade students and 81% of grades 6-8 students reported a favorable response to this question.	We would like to have over 80% positive response (pretty good understanding and 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.	n/a	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.	
--	--	--	--	--

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Russ Stanton</i>	<i>Principal</i>	<i>Not required</i>	<i>7/9</i>	<i>7/9</i>	<i>Done by LPB Consultants</i>	<i>Done by LPB Consultants</i>	<i>7/9</i>	<i>7/12</i>
Bridget Nadzan	Dean of Students							
Allison Medsger	Librarian							
Kristen Powers	ENL Teacher							
Nick Costa	Social Studies Teacher							
Danielle XXXX	AIS Math Teacher							
Jessica Whisher-Hehl	Assistant Superintendent for Education Programs							

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
Student Focus Groups were conducted by LPB Consulting in Spring 2024. The results were analyzed and shared with the group. The results were referenced through the teams’ meeting.

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.
The commitments selected are focused on improving outcomes for all students; however, elements of each commitment (e.g., the cultural fair) will ensure that we are building capacity to support Black/African-American students.

Next Steps

Sharing the Plan

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.