



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Geneva City School District	Geneva Middle School	6-8

Collaboratively Developed By:

.The Geneva Middle School's SCEP Development Team

Matthew Heath, Nicole Campbell, Shannon Kelley, Karen Fahy, Stacey Baxter, Emily McCarter, Pam Sisto, William McDermott, Kristin Taylor, Christen Davis, Valeria Garrett, Kylie Smith, Luca Barigelli, Jill Combs, Brenda Calabria, Stacy DiMartino, Suzanne Murphy, Jamie Gephart, Kelley Monson, Patricia Noel, Sage Gerling, and Leslie Hebb

And in partnership with the staff, students, and families of Geneva 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](#)
- [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>Geneva Middle School commits to cultivating an inclusive culture where our community feels a sense of belonging and safety.</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> 	<ul style="list-style-type: none"> • Students who feel safe and have a sense of belonging will take academic risks and feel more connected to the larger school community. • Students need opportunities to recharge and decompress during the instructional day. • Our student survey data showed students have a desire to feel heard and represented in the curriculum and aesthetics of the school. • Students desire stronger relationships with peers and adults. • Students expressed a need for all members of the school community to model and practice inclusive and empowering language. • SEL (Social-Emotional Learning) and academics have a direct relationship/correlation. • Students are engaged when they are learning in relevant and meaningful ways. • Our students need explicit teaching of prosocial skills, conflict resolution, and restorative practices with opportunities to practice in a safe environment. • Develop effective problem solving skills at all grade levels.

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 (complete at the end of the year)
End-Of-The-Year Goals	<ul style="list-style-type: none"> • # of community events held • # participants attending building events • # of students involved in clubs, sports or after school activities • Survey data • Referral data • (#s as well as % assigned restorative disposition) 	<p>4 or more community events held at the building this year</p> <p>Representatives from 225 families will attend a building event during the year</p> <p>75% of students will actively engage in an extracurricular club, activity, or a sport</p> <p>80% of Black/African-American and Hispanic students will be signed-up for an after-school activity/program</p> <p>90% participation rate for staff and students. 80% responding agree/strongly agree</p> <p>15-20% increase in the number of restorative dispositions assigned to referrals</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 (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)			
Student Survey	I feel connected to my school (peers and teachers). I feel like I am represented in my school community. I take part in school activities.	Strongly Agree Agree Disagree Strongly Disagree	<table><tr><td>22-23 (268 kids)</td><td>Current</td><td>Mid-Year</td></tr></table>	22-23 (268 kids)	Current	Mid-Year
22-23 (268 kids)	Current	Mid-Year				

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	I feel like I have opportunities for physical and mental breaks during the day. Why do I choose not to take part in an after-school club or activity?	80% should respond that they agree or strongly agree for each survey item by the end of the year	70%		
			NA		
			69%		
			NA		
Staff Survey	I feel that my professional opinions and experiences matter. I feel supported by my co-workers and administration. I attend or participate in extracurricular activities at my school.		22-23 (33 Staff)	Current (54 Staff)	Mid-Year
			97%	92%	80%
			94%	92%	80%
			NA	85%	80%
Family Survey	I feel welcome and comfortable in my child’s school. I feel represented in the school community. I feel the school communicates with me regularly about my child’s education. Which tools do you use to access information about your child’s life at school? I feel that Geneva Middle School has created a safe and supportive learning environment.		22-23 (32 people)	Current (58 people)	Mid-Year
			66%	95%	80%
			NA	86%	80%
			50%	71%	80%
			N/A	N/A	N/A
			53.1%	76%	80%

	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>
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Commitment 1

Mid-Year Benchmark(s)	# of community events held	2 or more community events held at the building this year	<table><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>3</td><td>2</td><td>2</td></tr></table>	22-23	Current	Mid-Year	3	2	2											
	22-23	Current	Mid-Year																	
	3	2	2																	
	# participants attending building events																			
	# of students involved in clubs, sports or after school activities	Representatives from 115 families will attend a building event during the year	<table><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>N/A</td><td>~175</td><td>115</td></tr></table>	22-23	Current	Mid-Year	N/A	~175	115											
	22-23	Current	Mid-Year																	
N/A	~175	115																		
Survey data	50% of students will engage in some sort of extracurricular club or activity	<table><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>~150</td><td>182 students</td><td>225 students</td></tr></table>	22-23	Current	Mid-Year	~150	182 students	225 students												
22-23	Current	Mid-Year																		
~150	182 students	225 students																		
Referral data (#s as well as % assigned restorative disposition)	90% participation rate for staff and students with 60% responding agree/strongly agree	<table><tr><th colspan="3">Staff</th></tr><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>(32)48%</td><td>(54)82%</td><td>90%</td></tr><tr><th colspan="3">Students</th></tr><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>N/A</td><td>N/A</td><td>90%</td></tr></table>	Staff			22-23	Current	Mid-Year	(32)48%	(54)82%	90%	Students			22-23	Current	Mid-Year	N/A	N/A	90%
Staff																				
22-23	Current	Mid-Year																		
(32)48%	(54)82%	90%																		
Students																				
22-23	Current	Mid-Year																		
N/A	N/A	90%																		
	15%-20% increase in the number of restorative dispositions assigned to referrals	<table><tr><th>22-23</th><th>Current</th><th>Mid-Year</th></tr><tr><td>6%</td><td>6%</td><td>25%-30%</td></tr></table>	22-23	Current	Mid-Year	6%	6%	25%-30%												
22-23	Current	Mid-Year																		
6%	6%	25%-30%																		

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>

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Student Data	Survey data	60% of students would have an agree or strongly agree response via the survey Chronic absenteeism rate will decrease by 5% or < 25%	Students		
	Attendance data		22-23	Current	Mid-Year
			N/A	N/A	60%
			22-23 (Nov 1st)	Current (Nov 1st)	Mid-Year
			19%	10.6%	
Adult/Schoolwide Behaviors and Practices	Survey data	Teacher efficacy and voice, as well as 80% teacher participation in school-wide committees and building- based improvement efforts will also indicate improvements as reflected in the teacher survey	Teachers		
	Walkthroughs		22-23	Current	Mid-Year
			N/A	N/A	80%
		Implementation of SEL curriculum	Students		
			22-23 Sept-Oct Referrals	Current Sept-Oct Referrals	Mid-Year
			558	215 ↓61%	
Student Behaviors and Practices	Participation in extracurriculars	50% of students are enrolled and actively participate in an extracurricular club, activity, or a sport	22-23	Current	Mid-Year
			~150	182 students	225 students

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

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		necessary to support these strategies?
SEL Curriculum	<ul style="list-style-type: none"> ● MTSS (Multi-Tiered System of Support)/PBIS (Positive Behavioral Interventions and Support) will meet over the summer to unpack and review curriculum material to create a curriculum overview for 6th, 7th and 8th grades 	<ul style="list-style-type: none"> ● SEL Coach ● RC: Fly-Five Curriculum ● Coach support throughout (sessions, 1:1, coaching cycles etc.)
SEL Curriculum	<ul style="list-style-type: none"> ● Regular communication to families around Fly Five (ie: language, the why, monthly focus areas etc.) 	<ul style="list-style-type: none"> ● SEL Coach ● SEL Interventionist Teacher
Professional Learning	<ul style="list-style-type: none"> ● Provide initial and ongoing professional learning 	<ul style="list-style-type: none"> ● Building admin team
Professional Learning	<ul style="list-style-type: none"> ● Provide professional learning around SEL focus topics 	<ul style="list-style-type: none"> ● SEL coach ● Funding to send staff to appropriate and related professional learning opportunities
SEL Curriculum	<ul style="list-style-type: none"> ● New SEL coach and SEL interventionist will develop implementation, and monitoring plans. <ul style="list-style-type: none"> ○ SEL team members will roll out curriculum to each grade level ○ Any applicable training or professional learning is provided to staff 	<ul style="list-style-type: none"> ● SEL coach position ● Calendar of lessons
Implementation of Responsive Classroom	<ul style="list-style-type: none"> ● Training of staff members in Responsive Classroom 	<ul style="list-style-type: none"> ● RC: Fly-Five Curriculum ● SEL interventionist ● Bi-monthly summary in frontline of PD options

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Implementation of Responsive Classroom	<ul style="list-style-type: none"> ● Establish “lighthouse classrooms” to serve as models of Responsive Classrooms 	<ul style="list-style-type: none"> ● Observation time to push into lighthouse classrooms
Implementation of Responsive Classroom	<ul style="list-style-type: none"> ● Have Responsive Classroom instructional leaders identify and turnkey elements of responsive classrooms for teachers and staff 	<ul style="list-style-type: none"> ● Calendar of in-house professional learning
Power of Words Professional Learning	<ul style="list-style-type: none"> ● Continue and differentiate professional learning 	<ul style="list-style-type: none"> ● Calendar of in-house professional learning
Professional Learning	<ul style="list-style-type: none"> ● Develop a professional learning calendar to support this priority utilizing faculty days, early release days, and common planning time 	<ul style="list-style-type: none"> ● Calendar of in-house professional learning
Reset Room	<ul style="list-style-type: none"> ● Continued use of reset room (maintenance, upkeep, access to, education around use) 	<ul style="list-style-type: none"> ● MTSS tracking additional support
RC Brain Breaks	<ul style="list-style-type: none"> ● Use of brain breaks to refocus and recharge throughout the day 	<ul style="list-style-type: none"> ● MTSS tracking additional support ● SEL interventionist
Reimagined lunch/advisory	<ul style="list-style-type: none"> ● opportunities for cross-team socialization 	<ul style="list-style-type: none"> ● Optional spaces for quiet lunch and recess activities ● Parent volunteers ● Age appropriate recess equipment
Reimagined lunch/advisory	<ul style="list-style-type: none"> ● daily kinesthetic activity for all students 	<ul style="list-style-type: none"> ● (ie: gaga pit, climbing equipment) <ul style="list-style-type: none"> ○ indoor ○ outdoor ○ multi-season
Restorative Practices	<ul style="list-style-type: none"> ● Streamline the process for carrying out and documenting restorative interventions in School Tool 	<ul style="list-style-type: none"> ● Admin and MTSS to build documentation

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		<p>of how process should look</p> <ul style="list-style-type: none"> ● MTSS team
Restorative Practices	<ul style="list-style-type: none"> ● Continue to build our bank of restorative interventions 	<ul style="list-style-type: none"> ● SEL coach ● MTSS team
Restorative Practices	<ul style="list-style-type: none"> ● Providing real time SEL support and responding to support calls 	<ul style="list-style-type: none"> ● SEL coach
Restorative Practices	<ul style="list-style-type: none"> ● Facilitating community and restorative circles and coaching others to the same 	<ul style="list-style-type: none"> ● SEL coach
School Events	<ul style="list-style-type: none"> ● Quarterly events welcoming in families and communities (ie: open house, family nights, teacher/student/family competition nights). Coordinated by the PBIS team <ul style="list-style-type: none"> ○ Creation of year-long calendar of events 	<ul style="list-style-type: none"> ● Widely shared school events calendar shared with families and staff ● Grant funds ● Parent volunteer opportunities ● Community engagement/ SEL days
Building Events	<ul style="list-style-type: none"> ● Build opportunities for student ownership/leadership within the building 	<ul style="list-style-type: none"> ● Student clubs ● Volunteers/staff support hours
Building Events	<ul style="list-style-type: none"> ● Representation of different subgroups throughout the building 	<ul style="list-style-type: none"> ● Collaboration with food services to discuss how other cultures might be represented in our menu

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Geneva Middle School commits to supporting the whole child, strengthening instructional practices, and providing meaningful opportunities to accelerate learning.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	<ul style="list-style-type: none"> • Our data shows student academic performance levels are below standard state requirements for math and ELA. • The majority of our students are reading below grade level. • MTSS discussions (attendance, SEL, behavior, academics) and data talks show the need to strengthen tier 1, 2, and 3 systems and structures. • Students expressed through interviews that they would like more choice, voice, and collaborative learning opportunities that provide increased engagement.

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 (complete at the end of the year)

End-Of-The-Year Goals	Panorama (academic, behavior, attendance, and SEL data), state test data, iReady data, student/staff/family surveys	<p>Attendance and Behavior at 80% tier 1, 15% tier 2, and 5% tier 3 across all grade levels (according to Panorama)</p> <p>Academic at 50% tier 1, 40% tier 2, 10% tier 3.</p> <p>current academic state 6/2023:</p> <p>tier 1 24%; tier 2 12%; tier 3 64%</p> <p>current attendance state 6/2023:</p> <p>tier 1 76%; tier 2 15%; tier 3 8%</p> <p>current behavior state 6/2023:</p> <p>tier 1 70%; tier 2 10%; tier 3 20%</p>	
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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	<ul style="list-style-type: none"> • My teacher challenges me. • I have some level of choice and control over my learning. • I understand what and why I am learning. • When I don't learn something, my teacher shows me in a way I understand. • I feel that my WIN class helps me grow as a learner. 	<p>Strongly Agree Agree Disagree Strongly Disagree</p> <p>80% should respond that they agree or strongly agree for each survey item by the end of the year.</p>	

	<ul style="list-style-type: none"> ● My teacher provides engaging learning activities. ● I see value and purpose in coming to school every day. 		
Staff Survey	<ul style="list-style-type: none"> ● Targeted professional development opportunities are offered on a regular basis. ● I use ongoing assessments to target instruction. ● I feel confident teaching students at different readiness levels. ● I see the impact data protocols have on my instruction and student performance. ● I understand the value of WIN for each student in my school. 	<p>Strongly Agree Agree Disagree Strongly Disagree</p> <p>80% should respond that they agree or strongly agree for each survey item by the end of the year</p>	
Family Survey	<ul style="list-style-type: none"> ● I understand available support and services for my child when they need additional help in school. ● I understand the purpose of WIN in my child's school. ● My child is challenged by his/her teachers. ● I know what my child is learning in school. ● There are open lines of communication between home and school. ● I am consistently aware of my child's academic performance. ● I receive ongoing communication regarding my child's positive and/or negative experiences at school. 	<p>Strongly Agree Agree Disagree Strongly Disagree</p> <p>80% should respond that they agree or strongly agree for each survey item by the end of the year</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)																											
Mid-Year Benchmark(s)	Panorama (academic, behavior, attendance, and SEL data), state test data, iReady data, student/staff/family surveys	<p>Progression towards:</p> <ul style="list-style-type: none">Attendance and Behavior goals to be 80% students at tier 1, 15% student at tier 2, and 5% (all percentages defined by the Power BI dashboard) students at tier 3 across all grade levelsAcademic at 50% tier 1, 40% tier 2, 10% tier 3 (all percentages defined by the Power BI dashboard)Geneva Middle School will outperform the regional BOCES network in math and ELA state exam proficiency	<table><tr><th colspan="3">Attendance</th></tr><tr><th>T1</th><th>T2</th><th>T3</th></tr><tr><td>76%</td><td>15%</td><td>8%</td></tr><tr><th colspan="3">Behaviors</th></tr><tr><th>T1</th><th>T2</th><th>T3</th></tr><tr><td>77%</td><td>15%</td><td>7%</td></tr><tr><th colspan="3">Academics</th></tr><tr><th>T1</th><th>T2</th><th>T3</th></tr><tr><td>41%</td><td>15%</td><td>44%</td></tr></table>	Attendance			T1	T2	T3	76%	15%	8%	Behaviors			T1	T2	T3	77%	15%	7%	Academics			T1	T2	T3	41%	15%	44%
			Attendance																											
			T1	T2	T3																									
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41%	15%	44%																												

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)
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Student Data	MP1 grades and attendance iReady fall diagnostic	10% increase in student achievement for marking period grades	22-23	Current	Mid-Year
			20% failing a core class	35% failing a core class	10% failing a core class
Adult/Schoolwide Behaviors and Practices	Walkthrough Data Survey Data	100% of staff utilizing our building-wide strategies and methods (curriculum, MTSS, instructional practices, WIN) For Example: <ul style="list-style-type: none">Strategic MTSS Tier 1, Tier 2, Tier 3 meetingsHigh-impact strategies implemented in classroom settingsCommon assessments	22-23	Current	Mid-Year
			N/A	75%	100%
Student Behaviors and Practices	Referral Data	10% decrease in student referrals for each month	Sep. 22-23	Sep.23-24	Mid-Year
			233 (total referrals)	-77%	-10%
			Oct. 22-23	Oct. 23-24	Mid-Year
			405 (total referrals)	-63%	-10%
			Nov. 22-23	Nov. 23-24	Mid-Year
			278 (total referrals)	-41%	-10%

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?

Curriculum	<ul style="list-style-type: none"> ● Audit of existing tier 1 curriculum for all subjects and grade levels, including stand-alone ENL and resource room 	<ul style="list-style-type: none"> ● School Improvement Coordinator ● Math Coach ● ELA Coach ● OTAL ● Building Admin ● Teachers
Curriculum	<ul style="list-style-type: none"> ● Prioritize and complete tier 1 curriculum 	<ul style="list-style-type: none"> ● School Improvement Coordinator ● Math Coach ● ELA Coach ● OTAL ● Building Admin ● Teachers
Professional Development	<ul style="list-style-type: none"> ● Unpack curriculum with all teachers 	<ul style="list-style-type: none"> ● Math Coach ● ELA Coach ● Building Admin ● Teachers
Curriculum	<ul style="list-style-type: none"> ● Embed relevant authentic learning experiences 	<ul style="list-style-type: none"> ● Math Coach ● ELA Coach ● Teachers
Walkthroughs	<ul style="list-style-type: none"> ● Curriculum walkthroughs 	<ul style="list-style-type: none"> ● Building Admin
Curriculum	<ul style="list-style-type: none"> ● Math coach will review and identify curricular resources aligned to grade level standards 	<ul style="list-style-type: none"> ● Math Coach
MTSS (Multi-Tiered System of Supports)	<ul style="list-style-type: none"> ● Clearly develop and articulate a system for MTSS at Geneva Middle School 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● Director of Student Services ● Kristin DeFeo ● PBIS Summer Team
MTSS	<ul style="list-style-type: none"> ● Identify tier 1 and 2/3 teams to support the whole-child 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
MTSS	<ul style="list-style-type: none"> ● MTSS teams meet regularly to analyze data, develop action plans, and implement and monitor 	<ul style="list-style-type: none"> ● Tier 1 Team

Professional Development	<ul style="list-style-type: none"> ● Provide professional development to team leaders (tier 1) and the student support team (tier 2/3) to facilitate meetings 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
Data Protocol	<ul style="list-style-type: none"> ● Establish data protocol, train members, and monitor implementation 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
PBIS	<ul style="list-style-type: none"> ● Create a behavioral matrix with clearly defined behavioral expectations aligned to the core values 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
PBIS	<ul style="list-style-type: none"> ● Acknowledgment system 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
MTSS	<ul style="list-style-type: none"> ● Create a response for assistance (RFA) process 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
Communication	<ul style="list-style-type: none"> ● Create and disseminate student/parent/staff handbook for transparent communication and consistent expectations 	<ul style="list-style-type: none"> ● SEL Coach ● Building Admin ● PBIS Summer Team
Professional Development	<ul style="list-style-type: none"> ● Continue professional development on NAMES and RACES strategies for all content area classes 	<ul style="list-style-type: none"> ● ELA Coach ● Building Admin
Professional Development	<ul style="list-style-type: none"> ● Continue professional development on CUBES math strategies and determine how to infuse this in other classrooms 	<ul style="list-style-type: none"> ● Math Coach ● Building Admin
Curriculum	<ul style="list-style-type: none"> ● Fluency scope and sequence for tier one instruction across all content areas <ul style="list-style-type: none"> ○ assess interest and opportunities for a literacy PLC ○ Computer literacy opportunities to support the implementation of NYS CBT 	<ul style="list-style-type: none"> ● ELA Coach ● Math Coach ● Building Admin ● Computer literacy instructor

Professional Development	<ul style="list-style-type: none"> Continue professional development on interactive learning structures 	<ul style="list-style-type: none"> ELA Coach Math Coach SEL Coach Building Admin
Professional Development	<ul style="list-style-type: none"> Provide professional development on high impact instructional strategies 	<ul style="list-style-type: none"> ELA Coach Math Coach Building Admin
Professional Development	<ul style="list-style-type: none"> Differentiated professional development on instructional framework based on data 	<ul style="list-style-type: none"> ELA Coach Math Coach Building Admin
Coaching Cycle	<ul style="list-style-type: none"> Provide coaching cycles on targeted small group instruction 	<ul style="list-style-type: none"> ELA Coach Math Coach Building Admin
Walkthroughs	<ul style="list-style-type: none"> Admin conduct walkthroughs on building priorities with feedback loops 	<ul style="list-style-type: none"> Building Admin
Professional Development	<ul style="list-style-type: none"> Offer professional development on high impact strategies to support ELLs 	<ul style="list-style-type: none"> ELA Coach Math Coach SEL Coach RBERN Building Admin
Coaching Cycle	<ul style="list-style-type: none"> Offer embedded coaching in stand-alone and co-teaching classrooms 	<ul style="list-style-type: none"> ELA Coach Math Coach
WIN/AIS (What I Need/Academic Intervention Services) Data	<ul style="list-style-type: none"> Increased data sources for literacy and math (Math 180 screening, ORF, LTRS phonics, WADE) 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher
Communication	<ul style="list-style-type: none"> Communicate WIN placements and placement data to all parents along with intervention specific goals and resources 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher
Scheduling	<ul style="list-style-type: none"> Find opportunities to provide math interventions to students who are receiving 5 day/week literacy interventions 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher

Curriculum	<ul style="list-style-type: none"> Math 180 pilot for intervention Tier 2/Tier 3, specifically targeting sub-groups who have been historically performing low on state assessments (Black/African-American, Hispanic, ELL, & SPED) 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher
Curriculum	<ul style="list-style-type: none"> Work with math and ELA coaches to identify opportunities to embed literacy/math standards into enrichment 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher
Curriculum	<ul style="list-style-type: none"> Meaningful enrichment opportunities 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher
Curriculum	<ul style="list-style-type: none"> Develop ELA, math, and enrichment scope and sequences for AIS 	<ul style="list-style-type: none"> ELA/Math Coach Building Admin WIN Intervention Teacher

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<p>Commitment 1: We commit to cultivating an inclusive culture where our community feels a sense of belonging and safety.</p> <p>Commitment 2: We commit to supporting the whole child, strengthening instructional practices, and providing meaningful opportunities to accelerate learning.</p>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We identified an area of need surrounding math and SEL instruction. This was determined looking at both state and local data around math performance and behavioral patterns.

☐ 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	Signature
Matthew Heath	Principal	
Nicole Campbell	Assistant Principal	
Shannon Kelley	Assistant Principal	
Karen Fahy	School Improvement Coordinator	
Stacey Baxter	Instructional Coach	
Emily McCarter	Spanish Teacher	
Pam Sisto	FACS Teacher	
William McDermott	Science Teacher	
Kristin Taylor	Teaching Assistant	
Christen Davis	Special Education Teacher	
Valeria Garrett	ENL Teacher	
Kylie Smith	ELA Teacher	
Luca Barigelli	ELA Teacher	
Jill Combs	Math Teacher	
Brenda Calabria	Math Teacher	
Stacy DiMartino	School Psychologist	
Suzanne Murphy	Music Teacher	
Jamie Gephart	Parent	
Kelley Monson	Parent	
Patricia Noel	Parent	
Sage Gerling	Parent	
Leslie Hebb	Parent	

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>Example: 4/6/21</i>				x	x		
5/4/23	X						
5/22/23					X		
5/23/23					X		
5/24/23		X	X	X			
6/8/23						X	X
6/21/23							X

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

- Completing student interviews allowed us to gain valuable insight into what our students need and how they feel about our school. With this information, we are able to make informed decisions around our priorities as a building and the action plan we need to achieve this.
- We interviewed a diverse representation of our student body in order to collect data that accurately represents our student population.
- We wanted all of our students' voices to be heard throughout this process, both academically and socially/emotionally.

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.