School Comprehensive Education Plan
2021-22

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

Collaboratively Developed By:
The Geneva Middle School SCEP Development Team: **SCEP Development Team members: George Enzinna, Sandra Chu, Danusia Klestinec, Matt Heath, John DeFazio, Jill Combs, Nicole Trickler, Betzayda Rivera** *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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP

- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	**We are committed to providing students with targeted instruction and enrichment opportunities to accelerate learning.**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Our students come from various backgrounds with different experiences and benefit from differentiated instruction in addition to a core grade level curriculum. This includes experiences of both enrichment and support for all students. One of the district priorities for the 2021-2022 school year is to Raise Student Achievement. An approach to accomplishing this priority is the implementation of WIN (What I Need) time in all buildings throughout the district. This commitment is further supported by local data such as iReady and unit assessment data. Some data points that resonated with the SCEP Team were: • EOY iReady math and ELA scores through both a cohort and grade level lens • Unit - Pre, Post, and performance assessments This commitment is also supported by student interviews and the team's Equity Self-Reflection. Some of the key points were: • We know we need more opportunities for students to make real world connections (enrichment opportunities). • Students reported feeling frustrated with learning at times. Targeted instruction will provide more opportunities for students to learn at their level whether supporting or enriching. There are still achievement gaps that need to be addressed. In addition, the past 16 months have been challenging for school districts due to the COVID pandemic. Students have been learning in different settings with various levels of support. Although we are seeing growth in students, there are still achievement gaps that need to be addressed.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
WIN Time	Beginning in the 2021-2022 school year, all students will engage in a daily 30 minute WIN (What I Need) block of time for both Math and ELA. The purpose is for students to receive targeted skills instruction as well as enrichment opportunities to increase academic achievement. Progress monitoring will occur routinely to make necessary adjustments to groupings. WIN coach will provide targeted support to teachers to support the implementation of WIN time.	15 % increase in the number of students on grade level in iReady from previous EOY and 2022 EOY iReady data 10% increase in tier 2 students in iReady between previous EOY and 2022 EOY iReady data 10% decrease in tier 3 students in iReady between previous EOY and 2022 EOY iReady data Administrative walk-throughs will show quarterly improvements in the quality of implementation of WIN time	Time for progress monitoring within Grade/Team Level Meetings Professional Development for teacher implementation Planning time between WIN and homeroom teachers

iReady			
	All students will utilize iReady based on school wide expectations for both ELA and Math. Parents will be informed of the importance of iReady and how it is used within the school. New teachers will be provided with professional development and support to maximize usage of all instructional components of iReady. Teachers will also use grade level/team time to share strategies for using iReady to support instruction and engage students.	10 % tier 1 students will reach their iReady goals between fall diagnostic and EOY data 15% of tier 2 students will be on grade level in iReady by EOY 5% of tier 3 students will be on grade lev in iReady by EOY 95% of Administrative walk-through data reflects increased use of iReady data in ELA & Math WIN classes	Time to collaborate in grade levels/teams Professional Development for new teachers Support for families and students in understanding importance and usage of iReady

Implementation of Curriculums	Beginning in the 2021-2022 school year, teachers will implement the updated ELA and Math curricula that have been aligned vertically across grade levels to ensure coherence. ELA and Math Coaches will be utilized to support the curriculum rollout. Targeted groups will occur in ELA, Math, and as needed in other subjects. These groups will be dictated by local data such as iReady, unit assessments, and formative assessments.	Quarterly improvements of teachers posting aligned learning targets with District Unit Maps by spring 2022 (district walk through tool) Quarterly improvements of teachers using Common building wide close reading strategies (annotating/gisting) and CTEA writing strategy (Claim,Transition,Evidence, Analysis) by spring 2022 (district walk through tool) Quarterly Improvements of Teachers aligned in the pacing district guide by spring 2022 (district walk through tool)	Professional Development to support implementation Updated GCSD Curriculum Maps (in conjunction with ICLE teams) Time at grade level/team meetings to collaborate around curriculum implementation
TEAM Time	Beginning in the 2021-2022 school year, there will be two teams of teachers at each grade level (black & red). Ex. The black teams will consist of four content teachers, support staff,	90% of students feel they are connected to at least one staff member for SEL and/or academic support according to end of year school climate survey	Embedded daily CPT (Common Planning Time) for team teachers Professional Development on effective teaming

	counselor/administrator (attached to a grade level). The red teams will consist of four content teachers, special education and/or ENL teachers. Each team will be assigned about 75 students or half of their grade level student population.	75% of core staff (math,ELA,S.S, Science, ENL, Sped.) engage in common communication and meeting protocols (rolling agendas/meeting minutes) during common planning time as evidenced in the mid year/ end year climate survey.	System for housing communication and minutes (ex.google team drive) District wide team agenda and meeting protocol process
Geneva Summer Scholars Academy	Algebra Camp (incoming 8th & 9th grades) and Bridge Time (incoming 6th grade) ● Algebra Camp will be available to help students to refine and build their foundational skills in Algebra and mathematics before participating in Algebra I ● The Bridging Program will support students' academic and social-emotional needs as they transition to the middle school from elementary school	10% increase in the number of students enrolled in Algebra I in 8th grade fall 2021 (including their demographics (race, gender, disability) and growth) 10% increase in the number of students enrolled in Algebra I camp during Geneva Scholars Academy Summer 2022	Staffing for all programs during the summer Increased student enrollment in Algebra Camp and Bridge Time (Increased communication and improved ease of registration - ie.: Link on School Website) Updated curriculum for Summer Algebra Camp

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	WIN Time helps me be more successful in my learning. iReady helps me to grow as a learner. I have at least one staff member that I can go to for social, emotional, and academic support. I understand why it is important to attend the Geneva Scholars Academy	At least a 10% increase in baseline data from 9/2021
Staff Survey	I feel supported in the implementation of the new ELA and Math curricula. I feel supported in the implementation of WIN time. I feel that Team time has common communication and consistent meeting protocols. I feel Team time has positively impacted my relationships with students I feel that Team time was collaborative and supportive in supporting student achievement this school year.	At least a 10% increase in baseline data from 9/2021
Family Survey	I understand how iReady is used at Geneva Middle School. I understand why iReady is used at Geneva Middle School. I understand the purpose of Algebra camp	At least a 10% increase in baseline data from 9/2021

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Quarterly administrative walk-throughs will demonstrate a minimum 90% student engagement or at least a 10% increase from baseline data.

GMS Academic Support Metric			
Strategy	**Cohort**	**Math**	**ELA**
iReady	2021 -22	27% → 37%	24% → 34%
iReady	2020-21	32% → 42%	35% → 45%
iReady	2019-20	30% → 40%	30% → 40%
Strategy	**Tier 1**	**Tier 2**	**Tier 3**
WIN	10% increase	10% increase	10% decrease

For the chart below specific checkpoint data will be established after baseline data in fall 2021

GMS Curriculum Implementation Metrics			
Strategy (District Walk-through Tool)	**Nov. Checkpoint**	**Feb. Checkpoint**	**May Checkpoint**
95% LT Posted & aligned with district maps			
90% Teachers aligned with district pacing guide by spring			

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to providing all scholars with equal access and opportunity while fostering a community that is safe, collaborative, respectful, and inclusive.

Why are we making this commitment?	While completing the equity self-reflection, the team identified a need for prioritizing social-emotional learning programs and for providing a consistent and research-based approach for engaging students in social emotional learning. Teachers, parents, and administrators on the team feel strongly that having a developmentally appropriate approach that addresses student needs at each grade/age level is necessary. The team feels that adopting a standardized program utilizing consistent language, strategies, and common learning characteristics for students will result in the elements of commitment to our goal.
Things to potentially take into consideration when crafting this response: ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Students shared in focus groups, that due to new policies and practices implemented as a result of the COVID-19 pandemic (ie: remote learning, social distancing, health and safety regulations, masking, distanced seating, cohort model) a targeted need exists for restoring social learning opportunities and interactions. Additionally, a need for transitioning remote students back to an in-person learning model so that all students feel a sense of community and belonging.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Enhance SEL support	During advisory all staff will be assigned to a specific number of students within their team. Each advisory will use strategies such as responsive classroom, restorative circles, restorative language, and morning meetings Staff Professional Learning - Professional Book Study (Ex. STAMPED) - Restorative PD series - common restorative language and mindfulness strategies Student Support Cycle - provide consistency and expectations for staff and students - Multi-tiered approach that is therapeutic not punitive	Student Attendance: 10% decrease in chronic Absenteeism Student Referral Data: Monthly decreases compared to 19/20 with a EOY goal of 10% decrease in student referrals Student Suspension Data: Monthly decreases compared to 19/20 with a EOY goal of 10% decrease in student suspensions	Staff Professional Development on Restorative Circles and Morning Meetings Advisory Plan of Implementation Development of Professional Book Study resources

| Enhance student participation and accountability | Increase opportunities for students to increase their participation in the school community
● Monthly PAWS events to build character education and positive behavior
● Monthly Morning meetings before and after school programming such as: Intramural Sports, Arts, and tutoring (Strategically targeting 6th grade students and chronically absent students)
● Mentoring w/HS students
● Data walls/data talks (color-coded system by grade level posted) | Extracurricular offerings 10% increase in enrollment measured by the following:
demographics
grade level
participation

Monthly monitoring of:
Daily Attendance
Chronic absenteeism

Measuring Tool:
School Tool
Staff
embed climate survey (tool)
Student voice
embed climate survey (tool) | Development of a GMS IST that will develop and deliver building level PL

Professional Development during grade level CPT on Data-Wall protocols, and purpose for both students and staff

PAWS - committee to develop a PAWS calendar of events |

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	I am involved in an extracurricular activity I feel supported when I am feeling frustrated or upset I feel connected to at least one staff member in our building	At least a 20% increase in baseline data from fall of 2021
Staff Survey	There is a process in place for when I need support with a child in crisis I clearly understand the expectations and process regarding social and emotional support for all students in need I understand the circle process and why it is important to validate our students concerns when they feel frustrated	At least a 20% increase in baseline data from fall of 2021
Family Survey	I feel my child has opportunities to extend their engagement and participation in learning and activities beyond the school day I feel GMS provides a supportive and positive learning environment	At least a 20% increase in baseline data from fall of 2021

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Goal:

At least 85% of students will attest to feeling valued and connected as a member of the Geneva Middle School community by June 2022 school year.

For the chart below specific checkpoint data will be established after baseline data in fall 2021

Survey Metrics			
Strategy (Student, Staff and Family Surveys)	**Nov. Checkpoint**	**Feb. Checkpoint**	**May Checkpoint**
Student Survey			
Staff Survey			
Family Survey			

Student disciplinary referral (ODR) data, student support calls (SC) data, in-school suspension (ISS) data, and out of school suspension (OSS) data will be monitored. The goal is to have a 10% reduction month to month when compared to the same month in the last school year where all students were physically at GMS (2019/2020 for Sept.-Feb. & 2018/2019 for Mar.-Jun.)

	9/19	9/21	10/19	10/21	11/19	11/21	12/19	12/21	1/20	1/22	2/20	2/22	3/19	3/22	4/19	4/22	5/19	5/22	6/19	6/22
Geneva Middle School Commitment Two Data (Climate/Culture)																				
ODR	134		241		237		135		168		136		249		199		305		253	
ISS	9		20		26		12		14		13		12		20		26		9	

| OSS | 8 | | 10 | | 7 | | 1 | | 6 | | 12 | | 15 | | 18 | | 15 | | 19 | |

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	PLC's

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1 and #2

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	**i-Ready**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1
Link to research study that supports this as an evidence-based intervention (the study must	This has been previously approved by NYSED

include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf 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
John DeFazio	Principal
Sandra Chu	Parent
Nicole Trickler	Parent
Jill Combs	Teacher
Matt Heath	Assistant Principal
George Enzinna	Teacher
Danusia Klestinec	Teacher
Betzayda Rivera	Assistant Principal

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Our Team's Process

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
5/19/21		X	X			
5/26/21				X		
5/25/21 & 5/27/21	X				X	
6/25/21			X	X	X	
6/9/21						X
6/13/21			X	X	X	
6/29/21				X	X	
7/6/21				X	X	X
7/15/21					X	X
7/22/21					X	X

Learning As A Team

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

Student Interviews

Describe how the Student Interview process informed the team's plan
We learned from student interviews that our students value positive relationships with staff, social interactions with their peers, and a sense of belonging to their school community.   - Several themes that emerged from these interviews were: - Desire for increased in instructional time   - Need for timely feedback on assignments and assessments   - Sharing the "why" behind their assignments   - We used this data to inform our practices in the following ways as we: - Incorporated WIN time as an additional instructional support   - Incorporated TEAMING in all grade levels   - Incorporated Advisory in the morning   - Implemented new standard based and aligned curriculum   - Implemented monthly student events and celebrations   - Extended student lunch time by 10 minutes   - Implemented restorative practices (morning circles, restorativ PD series, monthly PAWS events)

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
We learned from the Equity Self Reflections that rigorous instructional practices work to connect topics and content to student experiences.   - Several themes that emerged from these self reflections were: - Some stakeholders felt limited by their perspective   - Professional learning will play a vital role and should emphasize collaboration among teachers   - The Principle: Welcoming and Affirming Environment yielded the most integrating and sustaining marks. However, sub categories were not consistent among all stakeholders.   - These practices are happening and live here at GMS in various pockets. Consideration will be how to create systems

that will address equity and leverage the existing practices.
- We used this data to inform our practices in the following ways as we:
  - Implementation of Summer learning program that offered Algebra to incoming 7th and 8th (Summer 2021)
  - Implementation of Bridging Program (Summer 2021)
  - Updated master schedule to include Common Planning Time
  - Incorporated TEAMING in all grade levels
  - Professional Development on Reading Strategies, Restorative Practices and Universal Instructional Framework
  - Implementing a professional book study
  - Implementing three pillar committees (Instruction/Curriculum, Restorative Practices and Community Engagement)
  - Implementing an IST Team
  - Implementing an Attendance Team
  - Implementing a Data Team
  - WIN Coach Position at GMS
  - Implementing a Student Support Cycle to be used at GMS

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.