



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Clinton Central School District	Clinton Middle School	6-8

Collaboratively Developed By:

The Clinton Middle School SCEP Development Team

SCEP Team Members:

- ❖ Mr. David Langone, Interim Superintendent
- ❖ Dr. Steve Grimm, Superintendent
- ❖ Joe Barretta, Assistant Superintendent Business
- ❖ Deb Van Slyke, Director of Curriculum & Instruction
- ❖ Erin Eagan, Director of Pupil Personnel Services
- ❖ Dr. Shaun Carney, Middle School Principal
- ❖ Danielle Tesak, MS Guidance
- ❖ Anthony Sirianni, MS Social Worker
- ❖ Adriane Gemelli, Math Teacher

- ❖ Kelly Gehring, ELA Teacher
- ❖ Phyllis Lopiccolo, ELA Teacher
- ❖ Michelle Taranto, Special Ed Teacher
- ❖ Stehli Krause, Parent
- ❖ Kathleen Enders-Berg, Parent
- ❖ Stacy Butcher, Parent
- ❖ Martin Amuso, Student
- ❖ Andrew Bashant, Student
- ❖ Emmanuel Douya
- ❖ Fionn Hardiman
- ❖ Everett Heintz

- ❖ Jude Leising
- ❖ Ezequiel Mendez
- ❖ Elizabeth Moore
- ❖ Logan Roach
- ❖ Anastasia Simonchyk
- ❖ Gemma Spadea
- ❖ Mac Spadea
- ❖ Matilda Terrell
- ❖ Sarah Widiss

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

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 2022-23 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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?	We will continue our commitment to creating Grades 6-8 learning experiences that are closely aligned with the NYS Next Generation Learning Standards as well as creating classroom cultures that are safe, welcoming learning environments, that give each student the opportunity to take academic risks that are challenging, authentic and relevant so that they are able to reflect, reason and explain their thinking and engage in dialogue with others.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • 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?	Student interviews (2022) School Community Connections - Socialization > Students were more distracted at home & preferred being in school > Connects are important to have socially & academically > Definitely in-person learner > Need to have more activities for the students to do. > Middle School Housing > Outdoor activity nights > Team trivia > Schoolwide ceremonies/assemblies > Socialization through a variety of clubs sports, school activities, and fundraisers > Students feel the best part of school is being together Personalized, Project-based & Blended Learning > Students want to have choice in learning > Differentiation - different learning styles > Flexibility in completion of assignments, homework > Homework - schoolwork review for day, focus on day's lesson objectives > Provide students with potential to explore learning opportunities > Students want to keep tech integration and classwork/deadline flexibility Personal Growth - learned during the Pandemic and Post-pandemic transition > Felt they matured & became more responsible > Spent more time talking with their families > Became more independent/increased independence > Respect people more > Increased self-sufficiency > Better to help others than to help yourself

Commitment 1

- More motivated to achieve
- Learned to figure things out for themselves
- Able to achieve more at school
- Resilience
- Importance of family
- Recognized the need for in-person learnings
- Pressures can be positive

Social Emotional Learning/Supports

- Guidance counselors, social workers, trusted teachers help students feel comfortable: good level of support
- Seeing counselor & social worker as accessible, help with mental health

EQUITY SELF-REFLECTION FOR IDENTIFIED SCHOOLS

Principle 1: Welcoming and Affirming Environment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- In person instruction has created stronger connections among teachers and students.
- Students seem more comfortable sharing personal information with teachers.
- An increase in surveys to assess faculty, student and community impressions about school climate.
- We have made progress informing teachers and staff how to interact with students who are struggling with identity issues and make them feel comfortable.
- More of a self awareness between students, faculty and staff.
- Students seem to have become more comfortable sharing their identities in the school community.

What strengths are **emerging as you consider these practices?**

- Parent communication-ParentSquare
- Activity nights held by club advisors/members-bringing students together and keeping them engaged and active
- Positivity Project implementation
- More middle school activities to encourage relationships and teamwork across all grade levels.
- Faculty and staff are welcoming and more informed about diversity.
- Seize opportunities for inclusion in curriculum when appropriate.

Commitment 1

- We are addressing people how they prefer to be addressed, and allowing them the choice to be who they want to be.
- Students, in turn, are more aware of differences in identity and pronoun preferences. Normalizing this topic will make all students feel welcome and safe in our school.
- Kids and staff are becoming more open to communicating questions and answers with one another on these topics.

What opportunities for **growth** are emerging?

- Educate students on what disagreement without judgment means.
- Students are more confident, self-assured and feel more accepted, less timid and happier.
- The need for more community education that helps raise awareness of the changing needs of students.
- Having deeper conversations among students so that they can empathize and consider others.
- Opportunities to attend presentations regarding identity/gender issues.
- Continued communication with families to address misunderstandings surrounding education and school policy.
- These issues are more "out in the open" now which allows opportunity for growth.

Principle 2: High Expectations and Rigorous Instruction

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Expectations are still high, but some students, because of covid, are struggling with academic expectations because of gaps.
- Field trips, guest speakers, and community involvement have increased with the lifting of mandates.
- More open/free discussion about these issues.
- I think that we have actually slipped a bit in our rigor. Students need to be held accountable again for high success.
- I am not sure I can look at the growth as of yet. I do believe we have become more aware of kids' needs.
- Throughout the pandemic, we have become more creative in addressing multiple student needs and more adept at utilizing appropriate classroom technology.

What **strengths** are emerging as you consider these practices?

- Teachers are seizing opportunities when presented in and out of the classroom.
- Clubs are becoming more active
- Individual teacher practices with holding kids accountable
- More awareness among staff and faculty.
- Better learning environments, more use of technology

Commitment 1

What opportunities for **growth** are emerging?

- More opportunities for community involvement and project based learning.
- Issues not addressed by current clubs can be the focus of a new club.
- Giving teachers more time together on superintendent's days to find the joys in teaching again.
- More issues equate to more opportunity.
- Encouraging students to be more independent with academic risk and responsibility.

Principle 3: Inclusive Curriculum and Assessment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- The library has continuously worked to diversify resources and provide equity in access to reliable news sources. Teachers have been introducing students to these opportunities.
- More interdisciplinary opportunities.
- Showcase student work.
- The district is focusing on encouraging inclusivity with the students this year.
- While there are opportunities for inclusive curriculum in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Students have access to culturally, racially, and linguistically diverse literature and clubs
- Students' ownership for learning.
- Teachers who continuously work to keep up to date with Professional Development.
- Individual teachers are providing opportunities in their classrooms for inclusive curriculum and assessment.

What opportunities for **growth** are emerging?

- Continue providing students with opportunities to examine resources, use databases, and participate in clubs that help students feel like members of safe learning communities.
- Clubs
- Academics
- Allowing teachers more time together and more choice for PD requirements
- More PD background for culturally diverse students and adopting more student choice in the classroom.

Principle 4: Ongoing Professional Learning and Support

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Increased PD on race, racism, and identifying microaggressions. Access to diverse literature and online tools through our library.
- Implementation of extra support classes; gender identity awareness.
- The conversation is happening more often, which is good.
- While there are opportunities for professional development and learning in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What *strengths* are emerging as you consider these practices?

- Participating teachers are introducing students to culturally sensitive resources in the classroom, library, and through extra curricular opportunities,
- Tolerance among students
- Students feeling safe to express and be themselves.
- The PD that is offered.
- Wider variety of available professional development.

What opportunities for *growth* are emerging?

- Team leaders and administrators can meet more frequently to review opportunities for professional growth and student opportunity in these areas.
- Clubs
- Giving teachers more time together and choice in PD.
- More opportunities for students to engage in this development.

"How Learning Happens Messaging Framework: A Tool for Communicating about Social, Emotional and Cognitive Learning" (nysed.gov)

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	➤ Teaching about something students are passionate about and that is relevant to them. ➤ Project-based learning, choice menus ➤ Active, productive, motivated learners	➤ Teachers giving choices, teaching lessons that reflect a whole population. ➤ Increased student engagement ➤ Exciting conversations	➤ Motivating and meaningful, free choices, independent learning ➤ Excitement from students ➤ Energetic students
Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ"	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning; A plan in place
Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted

Commitment 1

	Identity	➤ Materials should reflect students and how they identify and see themselves ➤ Positivity Project Character Trait Questionnaire	➤ Students being able to identify with teachers/staff that look and sound like them establishes connections. ➤ Meeting weekly virtually & in-person ➤ Culturally appropriate learning experiences including language use and teachers feeling confident enough to "dive deep" into the content.	➤ By making connections to teachers/staff and having curriculum that reflects who they are will enable students to feel connected and respected. ➤ Meaningful relationships with faculty members and other students.
	Relationships	➤ Students working in groups that they are comfortable in (friends) and interacting with teachers in and outside the classroom ➤ Had NYS Mentoring program between MS and Elementary students w/ the Positivity Project ➤ Students' recognizing their personal attributes within their school setting and staff members. ➤ Making connections beyond the academic level. ➤ All faculty working with all students. ➤ Building/district wide initiatives that promote connections to self, students and community.	➤ Students talking with each other. (laughing, etc.) ➤ Student having time to work in small groups building their relationships ➤ Conversations that include positivity, empathy, respect and support; both academically and socially. ➤ Student and faculty "voices" being heard.	➤ Supported and a safe environment for learning and social development. ➤ Loved ➤ Grounded ➤ Confident ➤ Supported ➤ Accepted

Commitment 1

	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue to provide targeted reading intervention to students below grade level.	Teachers will continue to participate in ALL professional learning as it relates to <i>Into Literature</i>, <i>differentiation of instructional resources</i>, Student/staff scheduling modifications Summer Curriculum Writing Provide personalized explicit, reading instruction dependent on student's reading level (ie. SONDAY, Leveled Literacy Intervention (LLI) Kits, <i>Into Literature</i> resources)	HMH Growth Measure: 2022-23 Fall, Winter, Spring Results Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period Reduction in number of students reading below 1 or more grade levels	SONDAY System, Leveled Literacy Intervention Kits, <i>Into Literature</i> Continue to schedule & provide professional learning (as needed) for SONDAY System, Literacy Intervention Kits, <i>Into Literature</i> Tier 1 reading support
Continue to provide targeted Writing instruction grades 6-8	Teachers will continue to participate in ALL professional learning for <i>Into Literature</i> , <i>Writables</i> , <i>HMH Growth</i> & "The Writing Revolution"	2023 NYS Gr 6-8 ELA Assessments Marking Period averages Student Writing Portfolios (Writables)	Schedule Job-embedded coaching sessions that includes student engagement strategies
Continue 2nd year Implementation of Grades 6-8 <i>Into Literature</i> and HMH Growth Measure with fidelity	Teachers will participate in job-embedded coaching -- that includes student engagement strategies	<i>Gr 6-8 Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>HMH Growth Measure</i>: 2022-23 Fall, Winter, Spring Results 2023 NYS Gr 6-8 ELA Assessments Marking Period averages	Schedule Job-embedded coaching sessions that includes student engagement strategies
Continue 2nd year Implementation of Grades 6-8 <i>Into Literature</i> and HMH Growth Measure with fidelity	Teachers will continue to participate in ALL professional learning for <i>Into Literature</i> , <i>Writables</i> , <i>HMH Growth Measure</i> as it relates to: student <i>engagement strategies</i> , <i>review & use of instructional data</i> to inform instruction, growth, etc.		

Commitment 1

	Continue to scaffold accommodations & modifications across all grade levels to increase independence in alignment with state assessments Effective use of the digital resources, Maximization of instructional tools, Job-embedded coaching, project-based learning to enhance "productive struggle" Develop 2022-23 Curriculum Map - Scope & Sequence	Reduction in number of ELA course failures each marking period Increase in number of students reading/writing on or above grade levels	
Continue with full implementation of Grades 6-8 <i>enVision Math, Algebra 1 & SuccessMaker Math</i> with fidelity.	Teachers will continue to participate in job-embedded coaching -- that includes student engagement strategies Teachers will continue to participate in ALL professional learning for <i>enVision Math & SuccessMaker Math</i> through SAVVAS training to include: ➤ Scaffold accommodations & modifications across all grade levels to increase independence and align with state assessments ➤ Effective use of the digital resources, ➤ Maximization of instructional tools, ➤ Job-embedded coaching, project-based learning to enhance "productive struggle" & conceptual understanding. Develop 2022-23 Curriculum Map - Scope & Sequence	<i>enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>SuccessMaker Math</i> status: Fall, Winter, Spring 2023 NYS Gr 6-8 Math Assessments Marking Period averages Increase in number of students on or above grade level in math	Schedule Job embedded coaching sessions that include student engagement strategies Schedule <i>enVision Math & Successmaker Maker</i> Professional Learning
Teachers will continue to meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies and to	Common planning times will be scheduled	<i>Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring	Schedule common plan time for grades 6-8 Professional Learning

Commitment 1

document areas of improvement, goals, and plans for reaching those goals. Dates, meeting minutes, instructional benchmark assessment data will be shared with the principal.		<i>HMH Growth Measure</i>: 2022-23 Fall, Winter, Spring Results <i>enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>SuccessMaker Math status</i>: 2022-23 Fall, Winter, Spring 2023 NYS Gr 6-8 ELA & Math Assessments Marking Period averages Reduction in number of course failures each marking period	Schedule Job embedded coaching sessions that include student engagement strategies
Principal will begin/continue to monitor progress - as reflected by participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will begin/continue to monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and Grades 6-8 ELA & Math benchmark assessment data.	Principal will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	<i>Into Literature & enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>HMH Growth Measure</i>: 2022-23 Fall, Winter, Spring Results <i>SuccessMaker Math status</i>: 2022-23 Fall, Winter, Spring 2023 NYS Gr 6-8 ELA & Math Assessments Marking Period averages	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
District will study possible options to conduct a curriculum audit to determine prioritization & alignment of the adopted curriculum and its alignment with the NYS Next Generation ELA & Math Learning Standards.	Partner with BOCES ELA & Math Consultants	Horizontal & vertical alignment (NYS Next Gen ELA & Math Standards) of the Grades 6-8 Math curriculum Completion of grades 6-8 ELA & Math Curriculum Audit	Study possible collaboration with BOCES ELA & Math Consultants to facilitate a 6-8 ELA & Math Curriculum Audit

Commitment 1

End-of-the-Year Desired Outcomes

Schools 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:

2021 (%) 2022 (%)	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I have fun learning. (66%) (66%) My teachers are good teachers. (84%) (84%) My teachers believe I can learn. (84%) (84%) I have choices in what I learn. (56%) (50%) I am challenged by the work my teachers ask me to do. (70%) (68%) Students at my school are treated with respect. (55%) (42%) I have support for learning at home. (75%) (84%)	90% for all 6/21 # responses: 109 6/22 # responses: 68
Staff Survey	I feel that learning is fun at this school. (80%) (95%) I believe that the instructional program at this school is challenging. (80%) (84%) I believe this school provides an atmosphere where every student can succeed. (84%) (84%) I communicate with parents about their child's progress. (2020: 86%), (90%) (84%) I communicate with parents often about class activities. (2020: 68%), (75%) (68%)	90% for all 12/20 # responses: 19 6/21 # responses: 6 6/22 # responses: 10
Family Survey	I am informed of my child's progress. (70%) (70%) The school meets the academic needs of its students. (76%) (76%) The school expects quality work of its students. (80%) (80%) I know what my child's teacher expects of my child. (70%) (70%) My child's teacher helps me help my child at home. (66%) (66%)	90% for all 12/20 # responses: 113 6/21 # responses: 85 6/22 # responses: 39

Commitment 1

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 2022-23 school year.

- Increased participation in after-school clubs, music and/or athletic programs (**90%** of all students grades 6-8 staying afterschool at least once a week)
- 2023 Student Interviews
- 2023 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.
- **NYS ELA Assessment Results: 2021 ELA:** (159/243) **65.4%** of **All** students were proficient & (5/27) **18.5%** of **SWD** were proficient
- **NYS Math Assessment Results: 2021 Math:** (71/212) **33.5%** of **All** students were proficient & (1/22) **4.5%** of **SWD** were proficient
- **Marking Period** - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%** **2021-2022 Goal Met: Course Failure All students - 6%, SWD - 0%**
- **2021-2022: 84.1%** of all students were reading on or above grade level as measured by *HMH ELA Growth Measure*
 - **2022-2023 Goal: 90%** of all students will be reading on or above grade level by the of the school year.
- **2020-21: 30.4%** of all students Grades 6-8 were on or above grade level in math as measured by *SuccessMaker Math (NOTE: that as of June 2021, 69% of all students completed the Initial Placement.)* **2021-2022 Goal: 75%** of all students will be on or above grade level in math by the end of the school year.
 - **2021-22: 15.1%** of all students Grades 6-8 were on or above grade level in math as measured by SM Math (Time spent vs. gain is a variable for the low percentage)
 - **2022-2023 Goal: 75%** of all students will be on or above grade level in math by the end of the school year
- **2022-23:** gr 6-8, 8H *enVision Math* & gr 6-8 *Into Literature* Benchmark Assessments - Fall 2022, Winter 2023, Spring 2023 - **80% of all students will be on or above grade level by Spring 2023**
- Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)
- Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We will continue our commitment toward providing a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across all academic and behavioral areas for all students so that every student can achieve academic and life success.
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?	<i>"Response to Intervention (RtI)/Multi-tiered System of Support (MTSS) is one of the most effective ways to provide an equitable educational experience leveraging the collective knowledge and expertise of district and building RtI teams to help teachers understand their learners' needs and make informed and strategic decisions that best support them."</i> Student interviews (2022) Personalized, Project-based & Blended Learning ➤ Students want to have choice in learning ➤ Differentiation - different learning styles ➤ Flexibility in completion of assignments, homework ➤ Homework - schoolwork review for day, focus on day's lesson objectives ➤ Provide students with potential to explore learning opportunities ➤ Students want to keep tech integration and classwork/deadline flexibility Personal Growth - learned during the Pandemic and Post-pandemic transition ➤ Felt they matured & became more responsible ➤ Spent more time talking with their families ➤ Became more independent/increased independence ➤ Respect people more ➤ Increased self-sufficiency ➤ Better to help others than to help yourself ➤ More motivated to achieve ➤ Learned to figure things out for themselves ➤ Able to achieve more at school ➤ Resilience ➤ Importance of family ➤ Recognized the need for in-person learnings ➤ Pressures can be positive

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- More of a self awareness between students, faculty and staff.
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- Students, in turn, are more aware of differences in identity and pronoun preferences. Normalizing this topic will make all students feel welcome and safe in our school.
- Kids and staff are becoming more open to communicating questions and answers with one another on these topics.

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- Students are more confident, self-assured and feel more accepted, less timid and happier.
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- Students' ownership for learning.
- Teachers who continuously work to keep up to date with Professional Development.
- Individual teachers are providing opportunities in their classrooms for inclusive curriculum and assessment.

What opportunities for *growth* are emerging?

- Continue providing students with opportunities to examine resources, use databases, and participate in clubs that help students feel like members of safe learning communities.
- Clubs
- Academics
- Allowing teachers more time together and more choice for PD requirements
- More PD background for culturally diverse students and adopting more student choice in the classroom.

Principle 4: Ongoing Professional Learning and Support

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Increased PD on race, racism, and identifying microaggressions. Access to diverse literature and online tools through our library.
- Implementation of extra support classes; gender identity awareness.
- The conversation is happening more often, which is good.
- While there are opportunities for professional development and learning in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Participating teachers are introducing students to culturally sensitive resources in the classroom, library, and through extra curricular opportunities,
- Tolerance among students
- Students feeling safe to express and be themselves.
- The PD that is offered.
- Wider variety of available professional development.

What opportunities for **growth** are emerging?

- Team leaders and administrators can meet more frequently to review opportunities for professional growth and student opportunity in these areas.
- Clubs
- Giving teachers more time together and choice in PD.
- More opportunities for students to engage in this development.

"How Learning Happens Messaging Framework: A Tool for Communicating about Social, Emotional and Cognitive Learning" (nysed.gov)

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	➤ Teaching about something students are passionate about and that is relevant to them. ➤ Project-based learning, choice menus ➤ Active, productive, motivated learners	➤ Teachers giving choices, teaching lessons that reflect a whole population. ➤ Increased student engagement ➤ Exciting conversations	➤ Motivating and meaningful, free choices, independent learning ➤ Excitement from students ➤ Energetic students
Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ."	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning: A plan in place
Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted

Commitment 2

	Identity	➤ Materials should reflect students and how they identify and see themselves ➤ Positivity Project Character Trait Questionnaire	➤ Students being able to identify with teachers/staff that look and sound like them establishes connections. ➤ Meeting weekly virtually & in-person ➤ Culturally appropriate learning experiences including language use and teachers feeling confident enough to "dive deep" into the content.	➤ By making connections to teachers/staff and having curriculum that reflects who they are will enable students to feel connected and respected. ➤ Meaningful relationships with faculty members and other students.
	Relationships	➤ Students working in groups that they are comfortable in (friends) and interacting with teachers in and outside the classroom ➤ Had NYS Mentoring program between MS and Elementary students w/ the Positivity Project ➤ Students' recognizing their personal attributes within their school setting and staff members. ➤ Making connections beyond the academic level. ➤ All faculty working with all students. ➤ Building/district wide initiatives that promote connections to self, students and community.	➤ Students talking with each other. (laughing, etc.) ➤ Student having time to work in small groups building their relationships ➤ Conversations that include positivity, empathy, respect and support; both academically and socially. ➤ Student and faculty "voices" being heard.	➤ Supported and a safe environment for learning and social development. ➤ Loved ➤ Grounded ➤ Confident ➤ Supported ➤ Accepted

Commitment 2

	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop/implement Multi-tiered System of Support (MTSS)/Response to Intervention (RtI) 3 year plan	Collaborate with BOCES MTSS/RtI Consultant in the development of a strategic building level MTSS/RtI 3 year plan Creation of Building MTSS/RtI Planning team - roles & responsibilities Develop meeting schedule 2022-23 school year Study districts - MTSS/RtI multi-year plans Professional Learning: MTSS tiers & interventions Professional Learning: Specifics of Tier 1 Interventions for all classroom teachers	Implementation of clearly defined MTSS/RtI	Collaboration with Director of Curriculum & Instruction and Director of Pupil & Personnel Services & BOCES Consultant Building RtI team - develop defined roles & responsibilities of the team Common planning time Professional Learning
Continue to establish & refine clear expectations & transition of the Resource Room & Learning Center to a skill-based instructional learning environment	Continue to provide: Professional Learning - MTSS/RtI processes & Tier 1 classroom interventions for all content areas Ongoing Job-embedded coaching (all content areas) as it relates to Tier 1 Interventions, scaffolding & modifications	Teams develop expectations & timeframe for transition to occur "Expectations & Transition timeframes" are communicated at the building level during opening Superintendent's Conference Day and reviewed periodically throughout the school year Classroom visitations throughout the school year	Collaboration with Director of Curriculum & Instruction, Director of Pupil & Personnel, Services, BOCES MTSS/RtI Consultant BOCES MTSS/RtI Consultant

Commitment 2

"At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential.	Building Rtl Planning team support Professional Learning ALL classroom teachers: to ensure 80% of students' needs are met at Tier 1 through the provision of high quality research-based instruction to include: (Chard et al., 2008): ➤ Standards-Based Curriculum ➤ Systematic Explicit Instruction ➤ Differentiated Instruction ➤ Flexible Grouping ➤ Active Student Engagement ➤ Classroom Behavior Strategies	Tier 1 Interventions: Provision of explicit, differentiated high quality instruction (ie. flexible grouping, active student engagement) <i>Into Literature & enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring HMH Growth Measure: 2022-23 Fall, Winter, Spring Results <i>SuccessMaker Math</i> status: 2022-23 Fall, Winter, Spring NYS Gr 6-8 ELA & Math Assessments Marking Period averages Student Progress status - as measured by resource specific to student needs Increase in number of students reading/writing on or above grade levels Increase in number of students on or above grade level in math	Schedule Professional Learning: all classroom teachers - Tier 1 Interventions Implementation of differentiated resources available in <i>Into Literature, enVision Math</i> Job-embedded coaching <i>HMH Into Literature & enVision Math</i> Use of common planning time to develop, monitor student progress
Development & Implementation of Grades 6-8 ELA <i>Into Reading & Writing</i> Benchmark Assessments (district-level, approved)	Summer Curriculum Writing Ongoing Benchmark assessment development during the 2022-23 school year	<i>Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring HMH Growth Measure: 2022-23 Fall, Winter, Spring Results Marking Period averages NYS 2023 Gr 6-8 ELA Assessments	<i>Into Literature</i> assessment resources Common planning time

Commitment 2

Development & Implementation of Grades 6-8, 7H, 8H <i>enVision Math</i> Benchmark Assessments (district-level, approved)	Summer Curriculum Writing Ongoing Benchmark assessment development during the 2022-2023 school year	<i>enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>SuccessMaker Math</i> status: 2022-23 Fall, Winter, Spring NYS 2023 Gr 6-8 Math Assessments	<i>enVision Math</i> assessment resources Common planning time
Principal will begin/continue to monitor progress - as reflected by participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will begin/continue to monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and ELA & Math Benchmark Assessment data.	Principal will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	Gr 6-8 <i>Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring HMH Growth Measure: 2022-23 Fall, Winter, Spring Results Gr 6-8 <i>enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring Gr 6-8 <i>SuccessMaker Math</i> status: Fall, Winter, Spring Student Progress status - as measured by resource specific to student needs 2023 NYS Gr 6-8 ELA & Math Assessments Marking Period averages	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
Study data-driven instructional best practices Identify student data to inform instruction.	Study districts' best practices as it relates to Building/classroom data-informed instructional practices	Building level Data-Informed Instruction Team	Establish Building level Data-Informed Instruction Team

End-of-the-Year Desired Outcomes

Schools 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:

2021 (%) 2022 (%)	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I have fun learning. (66%) (66%) My teachers are good teachers. (84%) (84%) My teachers believe I can learn. (84%) (84%) I have choices in what I learn. (56%) (50%) I am challenged by the work my teachers ask me to do. (70%) (68%) Students at my school are treated with respect. (55%) (42%) I have support for learning at home. (75%) (84%)	90% for all 6/21 # responses: 109 6/22 # responses: 68
Staff Survey	I feel that learning is fun at this school. (80%) (95%) I believe that the instructional program at this school is challenging. (80%) (84%) I believe this school provides an atmosphere where every student can succeed. (84%) (84%) I communicate with parents about their child's progress. (2020: 86%), (90%) (84%) I communicate with parents often about class activities. (2020: 68%), (75%) (68%)	90% for all 12/20 # responses: 19 6/21 # responses: 6 6/22 # responses: 10
Family Survey	I am informed of my child's progress. (70%) (70%) The school meets the academic needs of its students. (76%) (76%) The school expects quality work of its students. (80%) (80%) I know what my child's teacher expects of my child. (70%) (70%) My child's teacher helps me help my child at home. (66%) (66%)	90% for all 12/20 # responses: 113 6/21 # responses: 85 6/22 # responses: 39

Commitment 2

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 2022-23 school year.

- Increased participation in after-school clubs, music and/or athletic programs (**90%** of all students grades 6-8 staying afterschool at least once a week)
- 2023 Student Interviews
- 2023 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.
- **NYS ELA Assessment Results: 2021 ELA:** (159/243) **65.4%** of All students were proficient & (5/27) **18.5%** of **SWD** were proficient
- **NYS Math Assessment Results: 2021 Math:** (71/212) **33.5%** of All students were proficient & (1/22) **4.5%** of **SWD** were proficient
- **Marking Period** - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%** **2021-2022 Goal Met: Course Failure All students - 6%, SWD - 0%**
- **2021-2022: 84.1%** of all students were reading on or above grade level as measured by HMH ELA Growth Measure)
 - **2022-2023 Goal: 90%** of all students will be reading on or above grade level by the end of the school year.
- **2020-21: 30.4%** of all students Grades 6-8 were on or above grade level in math as measured by SuccessMaker Math (**NOTE: that as of June 2021, 69% of all students completed the Initial Placement.**) **2021-2022 Goal: 75%** of all students will be on or above grade level in math by the end of the school year.
 - **2021-22: 15.1%** of all students Grades 6-8 were on or above grade level in math as measured by SM Math (Time spent vs. gain is a variable for the low percentage)
 - **2022-2023 Goal: 75%** of all students will be on or above grade level in math by the end of the school year
- **2022-23:** gr 6-8, 8H *enVision Math* & gr 6-8 *Into Literature* Benchmark Assessments - Fall 2022, Winter 2023, Spring 2023 - **80% of all students will be on or above grade level by Spring 2023**
- Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)
- Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%

Commitment 2

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	Our schools and classrooms are accessible and genuinely welcoming to parents, families and the community. In addition, our community, its schools, and all stakeholders continue to establish and maintain strong cooperative, collaborative relationships.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	Student interviews (2022) <i>School Community Connections - Socialization</i> ➤ Students were more distracted at home & preferred being in school ➤ Connects are important to have socially & academically ➤ Definitely in-person learner ➤ Need to have more activities for the students to do. ➤ Middle School Housing ➤ Outdoor activity nights ➤ Team trivia ➤ Schoolwide ceremonies/assemblies ➤ Socialization through a variety of clubs sports, school activities, and fundraisers ➤ Students feel the best part of school is being together <i>Personalized, Project-based & Blended Learning</i> ➤ Students want to have choice in learning ➤ Differentiation - different learning styles ➤ Flexibility in completion of assignments, homework ➤ Homework - schoolwork review for day, focus on day's lesson objectives ➤ Provide students with potential to explore learning opportunities ➤ Students want to keep tech integration and classwork/deadline flexibility <i>Personal Growth - learned during the Pandemic and Post-pandemic transition</i> ➤ Felt they matured & became more responsible ➤ Spent more time talking with their families ➤ Became more independent/increased independence ➤ Respect people more ➤ Increased self-sufficiency ➤ Better to help others than to help yourself

Commitment 3

- More motivated to achieve
- Learned to figure things out for themselves
- Able to achieve more at school
- Resilience
- Importance of family
- Recognized the need for in-person learnings
- Pressures can be positive

Social Emotional Learning/Supports

- Guidance counselors, social workers, trusted teachers help students feel comfortable: good level of support
- Seeing counselor & social worker as accessible, help with mental health

EQUITY SELF-REFLECTION FOR IDENTIFIED SCHOOLS

Principle 1: Welcoming and Affirming Environment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- In person instruction has created stronger connections among teachers and students.
- Students seem more comfortable sharing personal information with teachers.
- An increase in surveys to assess faculty, student and community impressions about school climate.
- We have made progress informing teachers and staff how to interact with students who are struggling with identity issues and make them feel comfortable.
- More of a self awareness between students, faculty and staff.
- Students seem to have become more comfortable sharing their identities in the school community.

What strengths are **emerging as you consider these practices?**

- Parent communication-ParentSquare
- Activity nights held by club advisors/members-bringing students together and keeping them engaged and active
- Positivity Project implementation
- More middle school activities to encourage relationships and teamwork across all grade levels.
- Faculty and staff are welcoming and more informed about diversity.
- Seize opportunities for inclusion in curriculum when appropriate.
- We are addressing people how they prefer to be addressed, and allowing them the choice to be who they want to be.
- Students, in turn, are more aware of differences in identity and pronoun preferences. Normalizing this topic will make all students feel welcome and safe in our school.
- Kids and staff are becoming more open to communicating questions and answers with one another on these topics.

What opportunities for growth are emerging?

- Educate students on what disagreement without judgment means.
- Students are more confident, self-assured and feel more accepted, less timid and happier.
- The need for more community education that helps raise awareness of the changing needs of students.
- Having deeper conversations among students so that they can empathize and consider others.
- Opportunities to attend presentations regarding identity/gender issues.
- Continued communication with families to address misunderstandings surrounding education and school policy.
- These issues are more "out in the open" now which allows opportunity for growth.

Principle 2: High Expectations and Rigorous Instruction

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Expectations are still high, but some students, because of covid, are struggling with academic expectations because of gaps.
- Field trips, guest speakers, and community involvement have increased with the lifting of mandates.
- More open/free discussion about these issues.
- I think that we have actually slipped a bit in our rigor. Students need to be held accountable again for high success.
- I am not sure I can look at the growth as of yet. I do believe we have become more aware of kids' needs.
- Throughout the pandemic, we have become more creative in addressing multiple student needs and more adept at utilizing appropriate classroom technology.
-

What strengths are emerging as you consider these practices?

- Teachers are seizing opportunities when presented in and out of the classroom.
- Clubs are becoming more active
- Individual teacher practices with holding kids accountable
- More awareness among staff and faculty.
- Better learning environments, more use of technology

Commitment 3

What opportunities for **growth** are emerging?

- More opportunities for community involvement and project based learning.
- Issues not addressed by current clubs can be the focus of a new club.
- Giving teachers more time together on superintendent's days to find the joys in teaching again.
- More issues equate to more opportunity.
- Encouraging students to be more independent with academic risk and responsibility.

Principle 3: Inclusive Curriculum and Assessment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- The library has continuously worked to diversify resources and provide equity in access to reliable news sources. Teachers have been introducing students to these opportunities.
- More interdisciplinary opportunities.
- Showcase student work.
- The district is focusing on encouraging inclusivity with the students this year.
- While there are opportunities for inclusive curriculum in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Students have access to culturally, racially, and linguistically diverse literature and clubs
- Students' ownership for learning.
- Teachers who continuously work to keep up to date with Professional Development.
- Individual teachers are providing opportunities in their classrooms for inclusive curriculum and assessment.

What opportunities for **growth** are emerging?

- Continue providing students with opportunities to examine resources, use databases, and participate in clubs that help students feel like members of safe learning communities.
- Clubs
- Academics
- Allowing teachers more time together and more choice for PD requirements
- More PD background for culturally diverse students and adopting more student choice in the classroom.

Principle 4: Ongoing Professional Learning and Support

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Increased PD on race, racism, and identifying microaggressions. Access to diverse literature and online tools through our library.
- Implementation of extra support classes; gender identity awareness.
- The conversation is happening more often, which is good.
- While there are opportunities for professional development and learning in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Participating teachers are introducing students to culturally sensitive resources in the classroom, library, and through extra curricular opportunities,
- Tolerance among students
- Students feeling safe to express and be themselves.
- The PD that is offered.
- Wider variety of available professional development.

What opportunities for **growth** are emerging?

- Team leaders and administrators can meet more frequently to review opportunities for professional growth and student opportunity in these areas.
- Clubs
- Giving teachers more time together and choice in PD.
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Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ."	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning; A plan in place
Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted

Commitment 3

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Commitment 3

	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue targeted efforts to increase participation in after-school clubs, music and/or athletic programs	Continue to solicit extracurricular interest, then schoolwide fair on clubs available. Meetings begin in October Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance	At least 80% of students will sign up for at least one extracurricular activity 90% attendance at extracurricular activities throughout the Fall By December, at least 90% of students will stay after at least once a week	Bus transportation for extracurricular clubs, Explore funding of materials/resources for clubs Staff to organize and lead clubs/activities Stipends for club advisors
Identify the best ways to inform parents of expectations	Continue to study and develop best ways to communicate/inform parents about building/classroom expectations	90% increase in classroom/school to student communication as evidenced by increased use of ParentSquare & StudentSquare.	Ongoing Professional Learning as needed - ParentSquare faculty, administration.
Middle School faculty, administration & staff use of ParentSquare & StudentSquare to increase classroom/school to student communication. (<i>student engagement</i>)	Building-wide: Continue to increase the use of ParentSquare & StudentSquare as a school to home/home to school communication resource	Analysis of ParentSquare Dashboard: participation and interaction rates, classroom and school posts, and other relevant data that indicates increased utilization.	Schedule <i>ParentSquare</i> Professional Learning as needed for faculty & administration.
Explore Parent/Caregiver University Sessions and Resources (ie. Digital, Newsletters, Video) that help parents support their child's learning at home.	Collaboration team/partnership in the development of Parent Resources (faculty, administration, PDC Coordinator, PTA)	Parent/Family University sessions will be developed and implemented. Participation in Parent/Family University sessions	Determine who (team) would be responsible for the development of programs & resources

Commitment 3

	Develop synchronous & asynchronous opportunities in order to meet families learning needs & availability/time schedules. Develop programs based on Needs Assessment - technology, Google Classroom, reading strategies, writing, math support, Social Emotional Learning, etc. Explore options to coordinate availability of families - consider work day variations (ie. 10-12 hr shifts, day, evening, overnight shifts, weekday vs weekend work schedule)	Feedback from participants Development of Parent/Family Resources (ie Digital, Newsletters, Video) that help parents As reflected in Continuous School Improvement Survey: Student: "I have fun learning." "I have support for learning at home Family; "I am informed of my child's progress." "I know what my child's teacher expects of my child." "My child's teacher helps me help my child at home."	Schedule dedicated time to create program & resources
Students will complete an anonymous survey about their overall school experiences in the past & activities/techniques past teachers may have done in lessons that students found most or least helpful. Students Interviews will be scheduled Spring 2023	Middle School Wellness Survey (Fall, Winter Spring) Student Interviews - revisit questions used during the SCEP development - Spring 2023	Student Interview Responses - overarching themes "Continuous School Improvement Questionnaire" results Students, Staff & Community will demonstrate an increase in responses to: Students: "I have fun learning." and Staff: "I feel that learning is fun at this school."	Complete School Improvement Survey - Spring 2023 Schedule student interviews - including interviewers' schedule - Spring 2023

End-of-the-Year Desired Outcomes

Schools 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.

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Student Survey	I have fun learning. (66%) (66%) My teachers are good teachers. (84%) (84%) My teachers believe I can learn. (84%) (84%) I have choices in what I learn. (56%) (50%) I am challenged by the work my teachers ask me to do. (70%) (68%) Students at my school are treated with respect. (55%) (42%) I have support for learning at home. (75%) (84%)	90% for all 6/21 # responses: 109 6/22 # responses: 68
Staff Survey	I feel that learning is fun at this school. (80%) (95%) I believe that the instructional program at this school is challenging. (80%) (84%) I believe this school provides an atmosphere where every student can succeed. (84%) I communicate with parents about their child's progress. (2020: 86%), (90%) (84%) I communicate with parents often about class activities. (2020: 68%), (75%) (68%)	90% for all 12/20 # responses: 19 6/21 # responses: 6 6/22 # responses: 10
Family Survey	I am informed of my child's progress. (70%) (70%) The school meets the academic needs of its students. (76%) (76%) The school expects quality work of its students. (80%) (80%) I know what my child's teacher expects of my child. (70%) (70%) My child's teacher helps me help my child at home. (66%) (66%)	90% for all 12/20 # responses: 113 6/21 # responses: 85 6/22 # responses: 39

Commitment 3

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 2022-23 school year.

- Increased participation in after-school clubs, music and/or athletic programs (**90%** of all students grades 6-8 staying afterschool at least once a week)
- 2023 Student Interviews
- 2023 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.
- **NYS ELA Assessment Results: 2021 ELA:** (159/243) **65.4%** of **All** students were proficient & (5/27) **18.5%** of **SWD** were proficient
- **NYS Math Assessment Results: 2021 Math:** (71/212) **33.5%** of **All** students were proficient & (1/22) **4.5%** of **SWD** were proficient
- **Marking Period** - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%** **2021-2022 Goal Met: Course Failure All students - 6%, SWD - 0%**
- **2021-2022: 84.1%** of all students were reading on or above grade level as measured by HMH ELA Growth Measure)
 - **2022-2023 Goal: 90%** of all students will be reading on or above grade level by the of the school year.
- **2020-21: 30.4%** of all students Grades 6-8 were on or above grade level in math as measured by SuccessMaker Math (**NOTE: that as of June 2021, 69% of all students completed the Initial Placement.**) **2021-2022 Goal: 75%** of all students will be on or above grade level in math by the end of the school year.
 - **2021-22: 15.1%** of all students Grades 6-8 were on or above grade level in math as measured by SM Math (Time spent vs. gain is a variable for the low percentage)
 - **2022-2023 Goal: 75%** of all students will be on or above grade level in math by the end of the school year
- **2022-23: gr 6-8, 8H enVision Math & gr 6-8 Into Literature Benchmark Assessments** - Fall 2022, Winter 2023, Spring 2023 - **80% of all students will be on or above grade level by Spring 2023**
- Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)
- Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%

Commitment 3

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools 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		
Staff Survey		
Family Survey		

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 2022-23 school year.

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, Job-embedded coaching, Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	All three (3) of the Middle School commitments are framed around the need for ongoing Professional Learning that is supported through instructional coaching, job-embedded coaching, Professional Learning Communities.

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
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 "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
Mr. Dave Langone	Interim Superintendent
Dr. Stephen Grimm	Superintendent
Debora Van Slyke	Director of Curriculum & Instruction
Erin Eagan	Director of Pupil Personnel Services
Dr. Shaun Carney	MS Principal
Danielle Tesak	MS Guidance Counselor
Anthony Sirianni	MS/HS Social Worker
Kelly Gehring	ELA Teacher
Jessie Jacobs	Special Education Teacher
Natalie Bock	Social Studies Teacher
Adriane Gemelli	Math Teacher
John King	Science Teacher
Phyllis Lopiccolo	ELA Teacher, Reading Specialist
Stehli Krause	Parent
Kathleen Enders-Berg	Parent
Stacy Butcher	Parent

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 (OPTIONAL)

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	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	OPTIONAL: Completing the "Leveraging Resources" document
3/31/22	x	x	x	x	x	
5/2/22	x	x				
5/6/22	x					
5/9/22		x	x			
5/11/22	x	x	x	x		
5/19/22	x	x	x	x		
5/24/22	x	x	x	x	x	
6/1/22	x	x	x	x	x	
6/2/22		x	x	x	x	
6/8/22		x	x	x	x	
8/10/22	x	x	x	x	x	

Our Team's Process

Learning As A Team

Directions

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

The SCEP team reviewed and selected a series of questions from the "Interviewing Students in Advance of Developing the SCEP" resources. Common themes emerged from the student interviews that focused around the following: School Community Connection, Personalized and Blended Learning opportunities and Social Emotional Learning needs that informed the development of our SCEP Commitments, Key Strategies and Resources.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Middle School and District teams reviewed elements of the "Culturally Responsive-Sustaining Education Framework" resources. They read "Brief #5: "What are the four principles of the Culturally Responsive-Sustaining Education Framework?" and participated in collaborative conversations about the Brief followed by an analysis of the "Equity Self-Reflection" data completed by members of the Middle School team. This analysis helped to inform our 2022-2023 SCEP Commitments.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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 August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.

