



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

| District | School Name | Grades Served |
|----------------------------------|------------------------|---------------|
| Longwood Central School District | Longwood Middle School | 5 and 6 |

Collaboratively Developed By:

The Longwood Middle School SCEP Development Team -

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

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

| | |
|---|---|
| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We commit to significantly increase the percentage of students progressing toward grade-level proficiency on the iReady ELA and Math diagnostics by the conclusion of the academic year by (5%).</p> |
| <p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> | <p>We are making this commitment because we realized that many of our students are not performing on grade level as indicated by the benchmark results (given 3 times yearly). In order to inform and monitor our decision-making process, we analyzed the stretch growth and grade-level data from iReady. By continuing to do so, this will enable us to make data-driven adjustments and interventions to maximize student achievement and progress towards grade-level proficiency.</p> |

Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|-------------------------------------|-------------------------------------|---|---|
| <p>End-Of-The-Year Goals</p> | <p>ELA and math i-Ready results</p> | <p>A 5% increase in student performance in each grade from each benchmark given throughout the year</p> | |

Commitment 1

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

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g., % agree or strongly agree)</i> | What we ended up seeing <i>(complete once Spring survey results are available)</i> |
|-----------------------|--|--|---|
| Student Survey | <ol style="list-style-type: none"> 1. How often do you feel challenged in your ELA and math classes? 2. Do you feel like you are making progress in your ELA and math classes? 3. Do you feel like you have the support you need to succeed in your ELA and math classes? 4. What are some things that the school could do to help you improve your ELA and math skills? | 70% agree or strongly agree | |
| Staff Survey | <ol style="list-style-type: none"> 1. Do you feel like you have the resources you need to support all of your students' ELA and Math learning? 2. Do you feel like you have the support you need from your colleagues and administrators to help all your students succeed in ELA and Math? 3. What are some things that the school could do to better support your ELA and Math instruction? | 70% agree or strongly agree | |
| Family Survey | <ol style="list-style-type: none"> 1. Do you feel like your child is making progress in their ELA and math classes? 2. Do you feel like your child has the support they need to succeed in their ELA and math classes? 3. What are some things that the school could do to help your child improve their ELA and math skills? | 70% agree or strongly agree | |

Commitment 1

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete when reviewing mid-year data)</i> |
|------------------------------|------------------------------------|---|--|
| Mid-Year Benchmark(s) | i-Ready Data (January/February) | An increase of 2.5% in student performance from the beginning of the school year benchmark by grade | |

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

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i> | What we ended up seeing <i>(complete six to ten weeks into the school year)</i> |
|---------------------------|---|---|--|
| Student Data | <ul style="list-style-type: none"> ● F&P ● ELA and Math end of unit assessments | <ul style="list-style-type: none"> ● Formative assessments such as: <ul style="list-style-type: none"> ○ entry & exit tickets ○ student self reflections/assessments ○ quizzes ○ differentiated i-Ready assignments ● Growth in scores/performance levels (from the F&P assessment) ● Teacher understanding of their students' learning abilities and challenges. ● Teacher understanding of how best to support students' learning. | |

Commitment 1

| | | | |
|--|--|--|--|
| <p>Adult/Schoolwide Behaviors and Practices</p> | <ul style="list-style-type: none"> ● Collaborative inquiry ● Data analysis of formative assessments. ● Implementation of assessments with fidelity ● Assessment plan ● Teacher reflection | <ul style="list-style-type: none"> ● Performance levels for students ● Percentage of students on, above, and below grade level ● Documenting student proficiency in a centralized location ● Effectiveness of teaching through the APPR classroom observation process | |
| <p>Student Behaviors and Practices</p> | <ul style="list-style-type: none"> ● Time spent on completing assessments. ● Attendance ● Behavioral concerns during assessments ● Level of focus and engagement. | <ul style="list-style-type: none"> ● Achievement level and growth ● Completion of assessment ● Progression of students and patterns in achievement ● Information to help identify classroom trends ● Trends in student responses ● Correlation of scores and with current achievement levels ● Data to inform instructional decisions | |

Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
|--|--|--|
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Academic Data Analysis | <ul style="list-style-type: none"> ● Triannual analysis of i-Ready data to identify areas of growth in ELA and Math ● Data committee with Instructional coaches to analyze scores ● Instructional Coaches working with teachers to analyze i-Ready data and come up with Action Plans | <ul style="list-style-type: none"> ● Data tracking sheet ● Calendar of data analysis meetings |
| Differentiated Targeted Instruction | Provide differentiated instruction based on student needs: <ul style="list-style-type: none"> ● Student Teacher Conferences ● Small Group Instruction ● Student Choice ● Tiered Assignments ● Individualized Learning Plans | <ul style="list-style-type: none"> ● Instructional Coaches to provide professional development and coaching on methods ● Individualized learning plans ● Curriculum resources |
| Professional Development | Led by: <ul style="list-style-type: none"> ● Administration, ● Instructional Coaches, ● Lead Teachers, ● Directors and/or outside agencies | <ul style="list-style-type: none"> ● Time ● Space/Location ● Materials ● Curriculum resources |
| Instructional Coaching | <ul style="list-style-type: none"> ● Supporting teachers by providing PD and modeling best practices ● Collaborative visits by the AIT (Academic Improvement Team) made up of administrators, lead teachers and instructional coaches to collect data and prescribe a plan for next steps. | <ul style="list-style-type: none"> ● Time ● Instructional and Technology Coaches ● Instructional Playbook |
| | | |

COMMITMENT 2

Our Commitment

| | |
|--|---|
| What is one Commitment we will promote for 2023-24? | We commit to fostering a positive school culture that regularly assesses and responds to the needs of the stakeholders of our school community. |
| Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">● <i>How does this Commitment fit into what we envision for the school?</i>● <i>How does this Commitment relate to what we heard when listening to others?</i>● <i>How does this Commitment connect to what we observed through analysis?</i> | We are making this commitment because we believe that it is essential for creating a learning environment where the whole school community can thrive. Based on various surveys to different stakeholder groups (students, staff, and families) it was determined they want a sense of belonging where their voices are heard. By analyzing school culture, proactively responding to student needs, and expanding opportunities for regular family engagement and feedback, we can create a positive school culture that benefits all members of our school community. |

Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|------------------------------|--|---|---|
| End-Of-The-Year Goals | <ol style="list-style-type: none"> 1. Increase student engagement: <ul style="list-style-type: none"> ● student surveys ● disciplinary referrals ● attendance data 2. Reduce bullying: <ul style="list-style-type: none"> ● student climate surveys ● DASA reports 3. Increase Family Engagement: <ul style="list-style-type: none"> ● family engagement surveys ● parent/teacher conference (PTC) attendance | <ol style="list-style-type: none"> 1. A 5% decrease in disciplinary referrals and a 5% increase in student attendance and engagement. 2. A 8% decrease in the number of students who feel unsafe at school and an 8% decrease in the number of bullying incidents reported 3. Family engagement surveys & increased 10% parent attendance at school wide events such as PTC, family engagement nights, counselor workshops, etc. | |

Commitment 2

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

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g., % agree or strongly agree)</i> | What we ended up seeing <i>(complete once Spring survey results are available)</i> |
|-----------------------|--|---|---|
| Student Survey | <ol style="list-style-type: none"> 1. How safe do you feel at school? 2. Do you feel like you are part of a positive school community? 3. Do you enjoy coming to school to learn new things and have fun? | 70% agree or strongly agree | |
| Staff Survey | <ol style="list-style-type: none"> 1. Do you feel like you are part of a positive school community? 2. Do you feel like you are supported by your colleagues? 3. Do you feel like you have the resources you need to do your job effectively? | 70% agree or strongly agree | |
| Family Survey | <ol style="list-style-type: none"> 1. Do you feel like you have a good relationship with your child's teachers? 2. Do you feel like you are informed about your child's progress? 3. Do you feel like you are welcome at the school? 4. Do you feel like the school is meeting your child's needs? | 70% agree or strongly agree | |

Commitment 2

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete when reviewing mid-year data)</i> |
|------------------------------|--|--|---|
| Mid-Year Benchmark(s) | <ol style="list-style-type: none"> 1. Student attendance records 2. SWIS Data 3. The amount of parent participation in school events and activities | <ol style="list-style-type: none"> 1. A 5% decrease in student absenteeism 2. An 8% decrease of behavioral referrals and DASA reports 3. A 10% increase in parent participation at parent engagement nights | |

Commitment 2

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

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|---|--|--|---|
| Student Data | <ul style="list-style-type: none"> ● Attendance ● SWIS | <ul style="list-style-type: none"> ● An 1.5% increase in attendance ● A 2% decrease in disciplinary referrals ● A 3.5% decrease in bullying incidents | |
| Adult/Schoolwide Behaviors and Practices | Staff survey results | <ul style="list-style-type: none"> ● 10% increase in positive feedback on questions relating to supporting staff members ● An increase in staff attendance at school wide events | |
| Student Behaviors and Practices | Student surveys results | <ul style="list-style-type: none"> ● An 1.5% increase in students feeling safe ● An 1.5% increase in students feeling supported | |

Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
|---|--|---|
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Gather family feedback | Collected each time (either during, or post) regular family engagement activities throughout the school year. | Surveys and polls |
| Analyze school culture | <ul style="list-style-type: none"> ● Conduct surveys and ● Interviews with students, staff, and parents. | <ul style="list-style-type: none"> ● Time ● Dedicated Location ● Individuals to administer & analyze (administration, counselors, school coaches) |
| Proactively respond to student needs | Develop a system (Child Support Team) for identifying and addressing student social, emotional and academic needs. | <ul style="list-style-type: none"> ● Time ● Dedicated Location ● Individuals to regularly meet (administration, school counselors, school coaches, etc.) |
| Expand opportunities for regular family engagement and feedback | <p>Create opportunities for families to be involved in their children's education. Examples include:</p> <ul style="list-style-type: none"> ● Hosting a variety of events based on family interest and need ● Creating a family resource center - "Parent University." | <ul style="list-style-type: none"> ● Time ● Space/Location ● Individuals (e.g., a parent liaison, along with other school personnel, etc.) |
| | | |

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

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

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

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

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

X State-Supported Evidence Based Strategy

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

| Evidence-Based Intervention Strategy Identified | Instructional Coaching |
|---|--|
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Instructional Coaches will support academic initiatives and help to continue to develop the teachers to utilize best practices and strategies to help analyze data, create action plans, close the learning gaps, increase student engagement, and raise student achievement. This connects to Commitment 1 of increasing the percentage of students who are progressing toward grade level proficiency demonstrated by the ELA and Math i-Ready benchmarks. This will further be supported by the Social Emotional Learning Coach who will provide teachers with strategies to use within the classroom which connects to Commitment 2 where we are committing to work to foster a more positive school culture that responds to the needs of the stakeholders. |
| How does this evidence-based intervention connect to what the team | This connects to what the team learned when exploring the Envision/Analyze/Listen process in that the team realized from the discussions that all members of the community want to feel valued and included. This also connects to the team's vision of wanting to help the |

Evidence-Based Intervention

**learned when exploring the
Envision/Analyze/Listen process?**

school live up to being a place where learning happens that is designed to meet the needs of all the students and where the environment is a safe one, where students and teachers alike can feel safe to take risks. From the Envision/Analyze/Listen process, the team was able to clearly see the multiple perspectives that were shared surrounding everyone's idea of what the school should aspire to. Through this activity and the various steps of the process, we came to the conclusion that we aspire to be a school community that is welcoming, inclusive, and academically nurturing.

Clearinghouse-Identified

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

| | |
|---|--|
| Evidence-Based Intervention Strategy Identified | |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | |

Clearinghouse used and corresponding rating

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

School-Identified

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

| | |
|--|--|
| Evidence-Based Intervention Strategy Identified | |
|--|--|

Evidence-Based Intervention

| | |
|---|--|
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | |
| Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology) | |

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

| Name | Role |
|-----------------------|---------------------|
| Yvette Mercado-Tilley | Principal |
| Yvette Bhola | Assistant Principal |
| Martine Francois | Assistant Principal |
| Matthew Tomasi | Assistant Principal |
| Melissa Cartagena | Social Worker |
| Morgan Costantino | Teacher |
| Melanie Holroyd | Teacher |
| Amy Kelly | Teacher |
| Allison Level | Counselor |
| Jaclyn DeSimone | Parent |
| Jennifer Lyons | Parent |
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Our Team's Steps

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

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

Meeting Dates

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

| Meeting Date | Envision: Exploring the Vision, Values and Aspirations for the school | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together: Completing the SCEP Planning Document | Writing the Plan |
|-----------------|--|--|-------------------------|---|----------------------------------|---|------------------|
| 5/1/23-5/3/23 | X | | | | | | |
| 5/15/2-5/16/23 | | X | | | | | |
| 5/31/23 | | | X | | | | |
| 6/1/23-6/2/23 | | | | X | | | |
| 6/6/23 -6/9/23 | | | | | X | | |
| 6/21/23-6/23/23 | | | | | | X | |
| 7/5/23 -7/10/23 | | | | | | | X |
| | | | | | | | |
| | | | | | | | |
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Learning As A Team

Directions

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

Student Interviews

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

The student interviews helped to inform the team's plan in that there were some responses to the questions posed that revealed that some students did not feel that they had a connection with the school. Some students also shared that they did not feel comfortable speaking out against any instances of bullying or mistreatment. There were however, a significant number of students who did share that they do feel safe, and comfortable in the school and if needed they could confide in their teacher. While a good number of students reported having positive experiences, the student interviews revealed that there is still more work to be done in this area. This informed the team's plan in that it let us know that we needed to create more opportunities for those students to feel like they have a voice, are valued. This was one of the reasons why we chose Commitment 2: *We commit to fostering a positive school culture that regularly assesses and responds to the needs of the stakeholders of our school community.* Within this commitment we are striving to have all members of the school community feel included by continually analyzing our school culture and proactively responding to our students' needs.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.