New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Brentwood Union Free School District	South Middle School	6-8

Collaboratively Developed By:
The South Middle School SCEP Development Team
Barry Mohammed, Principal
Kathleen Barber, Assistant Principal
Kathleen Hudzik, Assistant Principal
Jen Miller, Teacher & SIT Co-Chair
Michael Gagliardi, Special Ed Teacher & SIT Co-Chair
Steven Brennan, Teacher & BTA Representative
Tracey Sonntag, MTSS Instructor
Gregory Walter, Restorative Justice Coach
Elizabeth Edwards, Parent Representative
Laurie Zapolski, Teacher
Suzanne McGee, Teacher
Melissa DeSimone, Teacher
Olga Adame, Guidance Counselor
Stacey Brennen, Guidance Counselor
And in partnership with the staff, students, and families of South 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 1

Our Commitment

What is one Commitment we will promote for 2023-24?	*South Middle is committed to establishing and supporting a student-centered learning environment, that puts students first, allowing all students access to and success with their learning.*
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	**Envisioning** • The common values South Middle has envisioned for the future are to provide a distinguished quality of instruction which fosters student voice and leadership to promote a collaborative school community. By utilizing student-centered educational opportunities, such as problem-based learning, in conjunction with data-driven instruction, South Middle's focus will enhance its instruction and provide student choice in obtaining and assessing the curriculum. **Student Interviews and Surveys** • Students interviews and results from our student surveys show that the students desire more hands-on, collaborative, and student-centered activities within their classes. • Students expressed the desire for more options to demonstrate their learning, to showcase their strengths and work on what challenges them. **Teacher Surveys** • Teachers need support and training to assist in increased implementation of project-based learning development, application, and assessment. • Teachers need further PD on how to use data from iReady to determine suitable student-centered and project-based lessons that allow all students access to and success in the curriculum. **Data Analysis** • The team's overall impression of the academic data was that ALL students at South Middle School need increased opportunities to engage in student-centered learning activities reinforced by data-driven instructional strategies to improve student achievement.

Progress Targets

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

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	iReady data Increase percentage of students reaching their iReady stretch growth goals in ELA and Math	**ELA Stretch Growth** 6th Grade – 10% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 15% achieve stretch goal 8th 13% achieve stretch goal **Math Stretch Growth** 6th Grade – 13% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 15% achieve stretch goal 8th 10% achieve stretch goal	
End-Of-The-Year Goals	Class Visit/Wisdom Walk Data	40% of teachers using targeted professional development, student-centered strategies including: • Tiered small group instruction based on continual iReady data • Student Voice and Choice - providing formative and summative assessment options and rubrics to students • Project-Based Learning: curriculum and skills taught through real world scenarios • Use of shared academic/skills vocabulary across curriculum	
End-of-Year Goals	Student/Teacher Surveys	20% of students completed two projects in math and ELA based upon Progress Reports and/or Portfolios	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Classes at my school are interesting and engaging. I have completed _____ number of projects in ELA I have completed _____ number of projects in Math I know how to keep track of my progress through iReady scores.	50% agree or strongly agree 80% completed 2 or more 50% completed 2 or more 70% agree or strongly agree	
Staff Survey	I feel confident using data to tier my students and monitor their progress. I feel confident in planning, implementing, and assessing project-based learning in my classroom. I have assigned _____ projects to my classes this year	70% agree or strongly agree 40% agree or strongly agree 50% said 2 or more	
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	iReady data Increase percentage of students reaching their iReady stretch growth goals in ELA and Math	**ELA Stretch Growth** 6th Grade – 5% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 7% achieve stretch goal 8th 7% achieve stretch goal **Math Stretch Growth** 6th Grade – 7% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 8% achieve stretch goal 8th 5% achieve stretch goal	
Mid-Year Benchmark(s)	Class Visit/Wisdom Walk Data	20% of teachers using targeted professional development, student-centered strategies including: • Tiered small group instruction based on continual iReady data • Student Voice and Choice - providing formative and summative assessment options and rubrics to students • Project-Based Learning: curriculum and skills taught through real world scenarios Use of shared academic/skills vocabulary across curriculum	
Mid-Year Benchmarks	Student/Teacher Surveys	20% of students completed ONE project in math and ELA based upon Progress Reports	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Behaviors and Practices	Progress Reports	30% of students passing ELA and Math	
Student Behaviors and Practices	Behavior	30% of students meeting behavioral expectations in hallways and common areas	
Adult/Schoolwide Behaviors and Practices	iReady Data	100% of teacher have received PD on using iReady data to drive instruction 30% of teachers employ iReady data to tier instruction 20% of teachers employ iReady data to provide options for student assessment	
Adult/Schoolwide Behaviors and Practices	Project-Based Learning	100% of teachers introduced to PD on Project-Based Learning district initiative 20% of teachers are planning or have begun one project	
Adult/Schoolwide Behaviors and Practices	Rolling Agendas	20% of department meetings utilize a rolling agenda checklist to provide feedback on Project-Based Learning	
Adult/Schoolwide Behaviors and Practices	Class Visit/Wisdom Walk Data	A comprehensive plan that details how and when wisdom walks will take place, how data will be captured and aggregated, how feedback will be provided, and resources will be evaluated. 10% of teachers using targeted professional development, student-centered strategies including • Tiered small group instruction based on continual iReady data. • Use of shared academic/skills vocabulary across curriculum	

Student Behaviors and Practices	Student suggestions made through Student Council/surveys	We will see an increase in students' feedback integrated into activities/programs/projects related to the curriculum.	

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?
iReady protocol and guideline refresher	Obtaining rising 6th grade IReady scores from elementary schools Emphasis to students of how diagnostic results can be used to focus on and improve their learning. Professional Development guidance by 9/15 and ongoing to support training of iReady assessment protocols, access to data, and how to use the data to increase differentiation of instruction	Contact with Central Administration by School Administrators to obtain baseline iReady scores in ELA and Math Student assembly and pamphlet created by Administration Team on how students can access and monitor progress Professional Development and continued support provided by district experts on use of iReady data
Communicating expectations for student-centered learning initiatives	5 or more communications with faculty regarding the new academic direction of school and reasons for it in the following ways: opening day letter home, opening day faculty meeting, email, small group meeting, hand delivered hard copy, etc. Teachers informed of student centered, project-based strategies to increase engagement with a focus on: • Use of iReady data in the classroom • Student Voice and Choice – using various methods, including rubrics, to offer students' academic choice • Use of common academic vocabulary in the classroom	Creation by Administration Team of opening day letter, opening day faculty meeting presentation, introduction email, and first department meeting agenda focused on use of iReady data in the classroom and Project-Based Learning initiative.

Targeted professional learning and collaboration	Professional Development focused on student-centered, project-based strategies which increase engagement such as: • Use PLCs, Department Meetings for collaborative work such as: • Building teachers data literacy-What are my students stretch goals? How many of our students met them last year? • Begin to tier students for small group instruction (red, yellow, blue) • Develop learning tasks for each group (e.g., exit slips, projects, writing samples) Examine student work in PLCs for progress	Ongoing professional development provided by the district in use of LATIC project-based learning. Planning hours for LATIC project-based learning: 270 hours at $50 an hour: $13,550
Programs and Field Trips	Schedule "entry events" using targeted educational programs based on student interest that will drive authentic inquiry and engagement in curriculum-based topics, such as: • *Math a Magic Assembly* • *The Sounds of Science* • *Black History Laser Tribute* • *Stories from Around the World* • *Up and Away with Hot Air Balloons* Develop curriculum-based field trips which act as "place-based fieldwork" to enhance assigned class projects.	Six In-school assemblies: $10,000 Six place-based fieldwork trips: $10,000
Class Visit/Wisdom Walk Monitoring and Feedback	Development of system to collect data from Class Visits/Wisdom Walks related to student-centered strategies to provide accurate feedback and support to teachers. Prominent display of student projects completed throughout the building reflecting use of project-based learning in the classroom.	Administration created checklist and plan for Class Visits/Wisdom Walks to collect and monitor progress of LATIC program. Placement and creation of student project area within the building, purchase of paint and shelving: $1500

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	*South Middle is committed to supporting the social and emotional needs of students by creating a welcoming school environment that fosters peer-to-peer and student-to-teacher relationships, and providing opportunities for Student Voice in the school community*
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	**Envisioning** • One of our strongest visions for South Middle is to establish a strong school community that students feel connected to which is aesthetically pleasing, welcoming, and values student voice in initiating changes around the school. **Student Interviews** • In the student interviews students expressed that they felt their teachers supported and cared for them, they also felt that they were not heard and had no voice. Students enjoy opportunities to be social with, not only their friends, but their teachers although they felt they had very few opportunities to do so. • Significant absences and substantial suspension rates reflect that students do not feel connected to the school, are not engaged, and are dissatisfied with the school culture. Under performing proficiency rates on the NYS ELA and Math tests reflect student disinterest and the impact high absentee rates are having on academic performance. • The majority of students do not feel safe at South Middle due to numerous fights and what they see as a lack of security. Rumors, issues with social media, and bullying were repeatedly cited as the root causes for this. Students also mentioned that disruptive behavior in the classroom interferes with their ability to focus and complete tasks. **Tenet 1** • A major opportunity for growth lies in identifying and developing a system to monitor students who feel they are not part of the school community. There has been a drastic increase in the number of students who suffer from depression, anxiety, and isolation. • The team discussed how restorative justice, finding an alternative ISS program, and creating a more welcoming environment may help to improve the school culture, increase attendance, and lower suspension rates.

	Data Analysis • Improving the school environment student desire to be in school will increase, both physically and social-emotionally. • An alternative to the current ISS system needs to be explored. Skills coaching expected behavior posters in disruptive behavior-prone areas, reflective and restorative practices, youth court, and behavioral contracts may be beneficial to students taking responsibility for their behavior. An intake questionnaire, reflective summary, and skills training for groups of students that have been identified for common behavior problems were all discussed. • Teacher PD on de-escalation techniques may help to decrease the number of SWD being put on OSS.

Progress Targets

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

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	**Student Survey data** I feel comfortable and proud of my school environment. I feel South Middle is a welcoming and positive environment to learn in. I understand the behavior expected of me in the hallways and cafeteria. I feel that consequences for disruptive behavior are fair and given to restore a positive school community. I feel that the administration listens to student suggestions.	60% agree or strongly agree 60% agree or strongly agree 60% agree or strongly agree 50% agree or strongly agree 40% agree or strongly agree	
End-Of-The-Year Goals	**Attendance** Lower Chronic Absence	Chronic Absence 6th grade … from 159 to 60 days missed 7th Grade … from 3156 to 2020 days missed 8th grade … 3499 to 2519 days missed	

End-Of-The-Year Goals	**Student Management Data** Reduce Number of Suspensions	Reduce Number of Suspensions from 89 to 71

Reduce Days Missed due to Suspension from 384 to 307

Reduce Number of Supt. Hearings to from 10 to 8

Reduce Days Missed due to Hearings/Supt. Suspensions from 638 to 510

ODRs – Reduce number of students sent to Student Management Office by 20% | |
| **End-Of-The-Year Goals** | **Restorative Practices** | 100% of teachers trained in Community Circles

80% of teachers engage in de-escalation and restorative practices in their classroom | |

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

	Survey Question(s) or Statement(s)	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	I feel comfortable and proud of my school environment.

I feel South Middle is a welcoming and positive environment to learn in.

I understand the behavior expected of me in the hallways and cafeteria.

I feel that consequences for disruptive behavior are fair and given to restore a positive school community.

I feel that the administration listens to student suggestions. | 60% agree or strongly agree

60% agree or strongly agree

60% agree or strongly agree

50% agree or strongly agree

40% agree or strongly agree | |

Staff Survey	I feel that restorative practices are working in our building. I use restorative practices in my classroom. I feel the school looks welcoming and inviting.	60% agree or strongly agree 80% agree or strongly agree 60% agree or strongly agree	
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	**Student Survey data** I feel comfortable and proud of my school environment I feel South Middle is a positive environment to learn in I understand the behavior expected of me in the hallways and cafeteria. I feel that consequences for disruptive behavior are fair and given to restore a positive school community. I feel that the administration listens to student suggestions.	30% agree/strongly agree 40% agree/strongly agree 40% agree/strongly agree 25% agree/strongly agree 20% agree/strongly agree	
Mid-Year Benchmark(s)	**Attendance** Lower Chronic Absence	Chronic Absence 6th grade … 30 days missed 7th Grade … 1000 days missed 8th grade … 1200 days missed	

Mid-Year Benchmark(s)	**Student Management Data**	Number of Suspensions:35 Days Missed due to Suspension: 53 Number of Supt. Hearings: 4 Days Missed due to Hearings/Supt. Suspensions: 255 ODRs – Reduce number of students sent to Student Management Office by 10%	
Mid-Year Benchmark(s)	**Restorative Practices**	60% of teachers trained in Community Circles 40% of teachers engage in de-escalation and restorative practices in their classroom	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Student Survey data I feel comfortable and proud of my school environment	20% agree/strongly agree	
	I feel South Middle is a positive environment to learn in	14% agree/strongly agree	
	I understand the behavior expected of me in the hallways and cafeteria.	20% agree/strongly agree	
	I feel that consequences for disruptive behavior are fair and given to restore a positive school community.	8% agree/strongly agree	
	I feel that the administration listens to student suggestions.	10% agree/strongly agree	

| Student Data | Student Management Data | 6th grade …13 days missed
7th Grade … 400 days missed
8th grade … 400 days missed

3 ISS Student Suspensions

1 OSS Student Suspensions

6 days missed due to Suspensions

0 Supt. Hearings

0 days missed due to Hearing/Supt. Suspensions | |
| Adult/Schoolwide Behaviors and Practices | Restorative Practices | 40% of teachers trained in and using Community Circles in the classroom

20% of teachers engage in de-escalation and restorative practices in their classroom | |

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?
Establishing a Positive Environment	Improve entryway to the building using outside wall wraps that highlight South Middle's values, and new entrance signs into the school. Refurbish lobby to create a warm and welcoming environment into the school which reflects the new school motto, a living wall, and an aquarium to be used in conjunction with the General Ed Science and Living Environment curriculum. Refurnish 2 classrooms with flexible seating to promote collaboration and student-to-teacher relationships	Professional Services and planning hours: $9,000 Professional Services for wall wraps, aquarium, aquarium upkeep for the year, and living wall: $20,000 Purchase of desks and chairs: $30,000

Revision of Student Council	Outline new guidelines, requirements, and expectations for Student Council members and conduct a schoolwide election of candidates.	Student Council advisors and Administration create new guidelines for Student Council.
	Conduct bi-monthly meetings supervised by advisors which allow students to bring ideas/issues/topics to the council that can then be reported/addressed by administration.	Student Council advisors and elected members of Student Council create and submit bi-weekly form to Administration outlining student interests, ideas, and suggestions.
	Establish centralized location for Student Council announcements and mailbox for student suggestions that will result in schoolwide projects, community outreach, and/or future curriculum-based programs	Purchase of materials for Student Council Announcements area, mailbox, and suggestion cards: $3,000
Restorative Practices	Ongoing Professional development for teachers on de-escalation and restorative practices to be utilized in the classroom.	Purchase services and materials from School Cultural Solutions on use and implementation of Restorative Practices: $23,000
	Create a labyrinth for students which walks them through steps to cope with complicated emotions (anger, anxiety, depression)	Purchase materials and pay salaries for creation of labyrinth: $2,500
Student Behaviors and Management	Create and display signage for expected behavior in areas of the school where students gather or where behavioral problems routinely occur	Administrative Team created signage, poster paper, and poster printer: $15,000
	Introduce students to "South Middle Motto" which reflects values and vision of the school Grade-level assemblies to outline rules and expectations	Administrative Team created presentation for assemblies.
	Create Student Management Data Review Team that will: • track monthly referrals to identify trends, specific areas, and times when problem behavior occurs	Create a Student Management Data Review Team that includes teachers and administrators to develop systems that track behavior issues

	• create Student Management Pass for all teachers outlining incident and steps taken before student sent to Admin office • develop "reflection questionnaire" for students to complete when sent to discipline office Design new model and expectations for ISS which includes reflective student summary, skills-based classes for common/repeated behavior, and restorative action to repair school environment	Student Management Review Team, in conjunction with Student Council President, and at least one administrator, to develop new expectations for ISS, purchase of on-line classes for behavioral teaching: $12,000

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	Professional Learning Circles
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Professional Learning Circles focused on the *Success Criteria Playbook* will ensure relevant and meaningful learning for students that will connect the objectives of the lesson with NYS Next Generation Standards
Evidence-Based Intervention Strategy Identified	**Restorative Justice**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Use of Restorative Justice Practices will reduce the number of behavioral incidents resulting in a safer and improved school culture

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Our Team's Process

Background

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

Team Members

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

Name	Role
Barry Mohammed	Principal
Kathleen Barber	Assistant Principal
Kathleen Hudzik	Assistant Principal
Jen Miller	Teacher & SIT Co-Chair
Michael Gagliardi	Special Ed Teacher & SIT Co-Chair
Steven Brennan	Teacher &BTA Representative
Tracey Sonntag	MTSS Instructor
Gregory Walter	Restorative Justice Coach
Elizabeth Edwards	Parent Representative
Laurie Zapolski	Teacher
Suzanne McGee	Teacher
Melissa DeSimone	Teacher
Olga Adame	Guidance Counselor
Stacey Brennan	Guidance Counselor

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
4/25 & 4/26	x						
5/3		x					
5/11			x				
5/18				x			
5/24 & 5/25					x		
6/8						x	
6/19 – 6/23							x

Learning As a Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
Student Interviews helped the Team to focus on what students find engaging academically, which guided us in creating Commitment 1. The aesthetic of the school, the lack of connectedness and investment in the school, and the realization that student WANT to connect and form relationships guided the Team to creating Commitment 2.

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.