



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Lansingburgh Central School District	Knickerbacker Middle School	6-8

Collaboratively Developed By:

Delete the red text upon completion.

The KMS SCEP Development Team

SCEP Team Members:

**Colleen Buff, Michelle Coon, Edda Sacco, Katie Secore, Elaine Garrett, Stephanie Cronk,
Reanna Terano, Mary Kate Graham, Haylie Szemplinski, Carrie Phelan, Rebecca McGrouty,
Zach Tacelli, Joe Otter, Phil Faseun, Nancy Andress**

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

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to creating a welcoming environment for both our students and families by fostering close relationships.</p> <p>(SEL and Parent and Family Engagement)</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 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> 	<p>Our mission statement: "KMS, along with the community, values equity, strives for excellence, and prides itself on student achievement while providing a safe environment, where students become active citizens by displaying respect and demonstrating responsibility." Our statement clearly identifies students learning and excelling in a safe environment as a priority. Students identified this commitment as a need in their student focus groups, stating that, at times, they felt isolated (remote learning community vs. in-person).</p> <p>The Equity Self-Reflection revealed that we are emerging in prioritizing social emotional programs within our school. The Equity Self-Reflection also revealed integrating ratings within learning about students' cultures and communities, fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences, and having materials that represent and affirm student identities.</p> <p>Student and teacher surveys that were conducted revealed that students have expressed SEL needs incorporated into their learning. In connecting this commitment to our long term goal, we examined our attendance statistics. We first need to focus on improving students' SEL needs and fostering a welcoming environment in order to improve</p>

Commitment 1

student attendance which will then lead to an increase in academic success and parent engagement.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for parents to engage with one another, staff members and their students, particularly at the start of the school year.</p>	<p>Administration and teachers will host a “coffee house” (name to be determined). This will be an opportunity for administration, teachers, staff and parents to meet up and “build close relationships.” The outcome will benefit our students. This coffee house will meet at least 3-4 times a year. Dates TBD.</p> <p>Find Your Way Day (6th grade, and any new 7th grade and 8th grade students). Students take part in welcoming (acting as a hosts) into the building). Any teachers and staff, who directly work with our sixth graders will be a part of this evening orientation.</p> <p>Open House - The SCEP committee will revisit the structure of Open House and plan the roll out of it.</p>	<p>Family attendance data, collected by staff, will be used to measure engagement at said events.</p>	<p>Guidance Counselors will notify families of Find Your Way Day and other events through ParentSquare.</p> <p>Aaron Bogert (our district communications/medi aspecialist) can advertise Find your way day and other events on social media and the school website.</p> <p>TBD amount of Money for refreshments for Open House and “Coffee House”</p>

Commitment 1

	Staff will provide sign-ins at each function to give us baseline data for numbers and who is attending.		
Ally Program	<p>The Ally Program was formed with the intent that every KMS student would have a teacher, staff member or counselor to reach out to for support. The program is Tiered based on student needs. For example, a tier 1 student will meet quarterly with their ally and attend 2-3 events, a Tier 2 student will meet monthly (or every 2 weeks) with their ally, but a Tier 3 ally will meet at least weekly or as needed.</p> <p>The plan will ensure consistency of the program and implementation throughout the school year The purpose of the Ally Program is to build close relationships between teachers/staff and students to ensure students' social emotional well being and academic success. This includes checking in, lunches, after school meets, and a few scheduled events at school.</p>	Student and staff surveys and participation.	<p>Teachers and staff will make the decision to contact their allies to schedule meeting times before the first school wide ally event.</p> <p>Once staff has been able to get to know the students they will begin scheduling meetings with allies and determine the date of the first school-wide ally event in late October.</p>
School counselors will continue to implement Second Step program across all 3 grade levels	School counselors will push into each grade level once a month and conduct lessons; this is a tier 1 intervention.	Pre and Post Assessment will be given to gauge student understanding on each SEL unit. The pre test will drive what specific	<p>School counselors will run this.</p> <p>Money for Second Step program</p>

Commitment 1

	School counselors will utilize period 1 tutorials to run Small Group SEL for students needing tier 2 support. Examine data to make SEL groups to help improve students behavior / emotional needs - provide students with social stress and coping skills.	areas students need more time with.	
FAC Committee (Family Advisory Council)	<p>Meetings will be held 3 times per year (fall, winter, spring) VIRTUALLY; attendance will be recorded.</p> <p>FAC will provide updates about school events to parents and families. The committee will host the Title I presentation. These meetings will promote 2-way school and home communication.</p> <p>This school year will aim to plan an activity night for example a Cultural Fair. Which would bring together members of the community and staff.</p>	Increasing number of parental attendance (measured each meeting)	<p>\$2600 - as per Rebecca McGrouty, Assistant Superintendent, for parent engagement (refreshments, FAC planned activity night)</p> <p>Administration will encourage staff participation.</p> <p>School principal will communicate the meeting dates to families through ParentSquare.</p> <p>Aaron Bogert will communicate meeting dates via social media and the school website.</p>
Quarterly Newsletter	Michelle Coon (7th Grade SpEd Teacher) will send out a quarterly newsletter template to staff to be completed prior to the end of the marking period.	Quarterly newsletter shared with families when report cards are available at the end of the quarter. Make paper copies available in	Michelle Coon will share the Newsletter template with faculty and staff to complete 3 weeks before the end

Commitment 1

	<p>Amy Gamache (Guidance Secretary) will proofread. Michelle Coon will share with Aaron Bogart, who will push out on the school website and social media.</p> <p>School principal will share the newsletter through ParentSquare.</p>	<p>the office.</p>	<p>of each quarter. Michelle will then share it with Amy and once it's finalized with Aaron and Carrie.</p> <p>Aaron Bogert and the school principal will share the Newsletter Electronically.</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	There is a teacher, counselor or staff member at school who I can talk about a problem.	90% agree or strongly agree
Staff Survey	This school partners with the community and families to positively impact learning.	85% agree or strongly agree
Family Survey	Staff members seek my input about my child’s educational needs.	70% agree or strongly agree

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

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p> <p>90% of students will agree or strongly agree with the statement, “There is a teacher, counselor or staff member at school who I can talk to about a problem.”</p> <p>At least two parents per grade level at each of the FAC meetings/events</p> <p>Increase in K-12 insight survey participation to 300 parents / guardians.</p> <p>Second Step Program success will be evaluated by pre and post tests that will be given by the School Counselors.</p>

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to preparing our students for high school and beyond through high expectations and rigorous instruction, which includes teaching and learning practices that enable individuals to grow as independent learners and apply learning about real-world situations.</p> <p>(ELA and Mathematics)</p>
<p>Why are we making this commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into 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> 	<p>We are committed as a building to participating and implementing professional development in all content areas that increases rigor and expectations by creating more individualized, student centered, inquiry based instruction by using data to drive instruction to grow independent learners.</p> <p>According to our student interviews, students want to become co-creators of curriculum and establish more choice within the curriculum. They indicated that they would benefit from teachers slowing down, reviewing and truly understanding the content.</p> <p>In the K-12 insight survey, only 18% of parents felt their child's school work was challenging.</p> <p>When completing the Equity Self-Reflections, members recognized that, although we have begun to integrate teaching and learning practices to enable individuals to grow as independent learners, we fell short on connecting material to real-world situations and we need to explore ways to make these connections in all subject areas.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Peer Tutoring Club</p>	<p>Teacher co-advisor would facilitate an after school club where teacher selected students would serve as tutors to students in need of assistance in various content areas. This will allow students to create resources to support the curriculum, slow down the instruction and review materials with their peers.</p> <p>Plan:</p> <ul style="list-style-type: none"> - 2 advisors (1 to recruit tutors, 1 to get the word out to teams and to compile a list of students who should attend tutoring) - training for the tutoring on how to help their peers - a developed roster of students expected to attend (parent permission slips sent home) - classroom space used for limited distractions 	<p>Teachers monitor students receiving the tutoring to determine if grades/understanding of content improves.</p> <p>Data from mid year benchmarks in ELA and Math.</p>	<p>Stipend for co-advisors Incentives for students who act as tutors ability to use after school hours. Teachers interested in being co-advisors for the tutoring</p>

Commitment 2

	- incentives/rewards for participating		
Embedded professional development to enhance instruction in ELA, math and science.	Teachers will participate in professional development that will create more inquiry based instruction, student choice, and student centered instruction. This will include making the curriculum relevant to real world situations.	Benchmarks, pre/post assessments, on-going data collection, immediate feedback and coaching within the classroom. Administrators will monitor to hold teachers accountable and ensure the PD is implemented with fidelity.	Funding for staff developers, substitutes during embedded PD
PLCs focused on data driven instruction.	Teachers will have a focus around data in order to improve/inform/target instruction. Summer PD to establish assessments within ELA, math and science curriculum to utilize as data points to target instruction.	On-going data collection pre/post test analysis.	Time for PLC work, possible resources determined by teachers as they begin to look at resources
An additional ELA/Math AIS teacher per grade level (6 teachers total) SEMINAR	Seminar teachers will attend summer PD to outline the curriculum for each grade level. Focus will be placed on targeted skills/deficits determined by the ELA/math content area teachers.	Quarterly benchmarks to monitor student progress and acquisition of basic skills.	Money from ARP resources to develop benchmarks Time for curriculum development
Grade Level Targeted Student Lists	Based on NYS ELA and math assessments, lists of students who scored a high level 2 or low level 3 will be created.	Team discussions to monitor targeted students' progress.	Targeted lists created.

Commitment 2

	These lists will be used to target instruction.	Notes on a shared doc in regards to students' academic progress in all content area classes.	
Instructional Coach Professional Development	The KMS Instructional TOSA will attend a Teaching, Learning and Coaching Virtual Conference	Teacher observations and walkthroughs to measure growth with instructional strategies	Money from SIG for Conference
KMS Afterschool ELA and Math Bootcamp Teachers	This six week intensive course will be to target students who could be potential Level 3 or 4 on the NYS Assessments	Teachers will gather data to target students that would benefit from the ELA/Math Bootcamp	Time to meet to look at data and discuss students that would benefit from this opportunity

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school.	65% agree or strongly agree
Staff Survey	Helping students meet challenging academic goals is a primary focus of our school.	90% agree or strongly agree
Family Survey	My child’s classwork is challenging.	25% strongly agree

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.
NYS assessment performance indicator of 95.1 in ELA.
NYS assessment performance indicator of 79.9 in math.
Increased percentages for agree/strongly agree on student, staff and family survey questions indicated above.
Progress monitoring of students grades who participate in the peer tutoring program to have their grades improve by 5 points each marking period.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to cultivating a school and classroom environment of affirmation and acceptance. Chronic Absenteeism</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 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> 	<p>Cultivating a school and classroom environment of affirmation and acceptance is part of KMS's overall mission: "To provide a safe environment where students become active citizens by displaying respect and demonstrating responsibility".</p> <p>This commitment emerged due to a high percentage of chronically absent students(31.7%). After interviewing and speaking with students, they shared that they did not feel accepted and had barriers at home. We want to commit to cultivating an environment where students feel accepted and affirmed so that students want to attend school.</p> <p>The "How Learning Happens" document states that positive learning environments increase responsibility, have intentional and meaningful learning, create a strong sense of belonging, help strengthen their identity, promote relationships and personal agency.</p> <p>The Equity Self-Reflection showed that we are sustaining in cultivating a classroom environment of affirmation and acceptance. This commitment will help us build on our strength in this area. Students shared in interviews that they are looking for more engaging lessons, extra time or have the option for extra help, more participation incentives, and having materials available to them on the google classroom when they are absent from school.</p>

Commitment 3

This is the right commitment for our school to pursue because it will create an environment where students want to come to school and in turn, decrease chronic absenteeism.

This commitment fits into the school's long term goal of increasing attendance rate and decreasing chronic absenteeism to 23% or less by June 2022.

This commitment is directly linked to social-emotional learning, Math and ELA because they both require a sense of safety and acceptance. As previously discussed, it is not possible for students to take full advantage of the benefits of SEL and academics if they don't feel motivated or safe attending school.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implement a before and after school 21st Century program to increase student attendance, engagement and create an environment of acceptance and affirmation.</p>	<p>Before school clubs including PE Club.</p> <p>The 2022-2023 school year will be the kick off to the 21st Century Afterschool Program at KMS. This will include a variety of clubs and activities participate in clubs such as media, crafts, cooking, and yoga</p> <p>KMS will also offer Homework Club as well as peer tutoring for students to receive additional support for school work or any areas of difficulty they may be having with content area classes.</p> <p>Teachers will need to reach out to students who are struggling to make it to school based on the early signs from the data.</p> <p>Assistant Principal and school social worker will provide additional</p>	<p>Weekly meetings consisting of administration and support staff.</p> <p>School counselors to provide top chronically absent students.</p> <p>Mr. Rashford will provide chronic absenteeism reports.</p> <p>Miss Horton will provide daily attendance.</p> <p>Miss Horton will provide a list of students who were absent one day and return the next.</p> <p>Review chronic absenteeism</p>	<p>LCSD will be receiving funding through the 21st Century Grant. This will be shared with Lansingburgh High School and the Secondary Complex will receive \$400,000 per year for the next 4 years.</p>

Commitment 3

	<p>transportation for students. Provide breakfast to students who come to school late. Social worker will create student-driven specific groups to support students.</p>	<p>data at support staff meetings. Review and track students provided by guidance counselors.</p> <p>This “next day” list will provide teachers and staff with the opportunity to say, “I’m so glad you came to school today.”</p>	
<p>Providing a school environment where students and families feel welcomed and supported.</p>	<p>The KMS Support Team tracking interventions for students experiencing obstacles outside of their control including homelessness, criminal justice system, limited english proficiency, involvement with CPS/foster care, substance use, mental health, teen parenthood/pregnancy, migrant status and other adverse childhood experiences.</p> <p>Maintaining contact with families and students through phone calls, home visits, the Ally program and teacher phone calls etc. Ally after school program.</p> <p>Teachers will need to reach out to students who are struggling to make it to school based on the early signs from the data.</p> <p>Assistant Principal and school social worker will provide additional</p>	<p>Administration will monitor parent communication logs and home visit logs.</p> <p>Monitored by buildings administration</p>	<p>Time, money, SchoolTool, Google suite</p> <p>School counselors, school psychologist, school social worker, Director of Guidance, allies, Amy, Kyly principal & assistant principal.</p> <p>Bus tokens for students to take CDTA</p> <p>Breakfast in classroom and students can grab a bag in the main office if they come in late</p>

Commitment 3

	<p>transportation for students.</p> <p>Provide breakfast to students who come to school late.</p> <p>Social worker will create student-driven specific groups to support students.</p>		
<p>Incentive and awareness programs</p>	<p>School will provide morning intramurals.</p> <p>School will provide school dances with refreshments and activities as an incentive for students to come to school.</p> <p>Counselors and administration will post about attendance awareness videos.</p> <p>Counselors and social worker will create attendance incentive competitions.</p> <p>Administration and support staff do a book drive to increase attendance.</p>	<p>Attendance committee will monitor attendance data.</p>	<p>Time, funding, space, Paid Chaperones/ Parent Chaperones</p> <p>Schooltool, Google suite</p> <p>School counselors, school psychologist, school social worker, Director of Guidance, Allies, Amy, Kyly, Principal & Assistant Principal.</p>
<p>Posting Daily Attendance</p>	<p>The building's daily attendance will be posted outside the main office.</p>	<p>Goals will be set and attendance percentages will be announced each day. This will enable building admin to continue to stress the importance of all</p>	<p>School Tool</p>

Commitment 3

		students being present and in the building to ensure academic success	
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.	95%
	I have seen someone being threatened or bullied at school.	40%
Staff Survey	Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.	95%
	Students do not threaten and/or bully each other in this school.	25%
Family Survey	My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs.	95%
	Students do not threaten and/or bully each other in this school.	35%

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.

Commitment 3

January 2023 Chronic Absenteeism rate: 20% or less

June 2023 Chronic Absenteeism rate: 23% or less

In the 2022-2023 school year we will focus on monitoring the “ABCs”: Attendance, Behavior, Course Performance. We will continue our weekly chronic absenteeism meeting where we will review and track the data. Teachers will also reach out to students who were absent one day and return the next day. We will also focus on providing a school environment where students and families feel welcomed and supported. We will have a more inviting, safe and welcoming environment by having before and after school activities. We will also continue addressing barriers to attending school, providing breakfast to late students, and the Ally program. Through the Ally program, teachers will create relationships with students. We will create school wide incentives and attendance awareness programs, including providing school dances, creating attendance incentive competitions and doing a book drive. We will increase awareness by posting attendance awareness videos on social media. 5-9%

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> <ul style="list-style-type: none">• <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 <i>(e.g. % agree or strongly agree)</i>
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:

<p>Evidence-Based Intervention Strategy Identified</p>	<p>Professional Learning Communities</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>This evidence-based intervention will support commitment 2 whichWe commit to preparing our students for high school and beyond through high expectations and rigorous instruction, which includes teaching and learning practices that enable individuals to grow as independent learners and apply learning about real-world situations.</p> <p>Research on PLC's</p>

Evidence-Based Intervention



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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

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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
Rebecca McGrouty	Assistant Superintendent
Nancy Andress	CASDA-Consultant
Joe Otter	Director of School Community Partnerships
Carrie Phelan	Principal
Colleen Buff	TOSA
Zach Tacelli	AP
Michelle Coon	Special Education Teacher
Reanna Terano	Special Education Teacher
Mary Kate Graham	Math Teacher
Haylie Szemplinski	English Language Arts Teacher
Edda Sacco	Guidance Counselor
Phil Faseun	Guidance Counselor
Katie Secore	Social Worker
Stephanie Cronk	Parent
Elaine Garrett	Parent

Our Team's Process

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 Parents and Teachers	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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
March 2022				X		
April 2022		X				
May 2022	X		X			
June 2022					X	

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

As we continue to add student voice when completing in order to inform and enlighten our SCEP plan. This has been a refreshing way to give our middle school students an opportunity to influence what happens under our 3 priorities.

Equity Self-Reflection

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

The Equity Self-Reflection is definitely a work in progress. It keeps us honest and forces us to look at areas where we may be showing great progress or other areas where there is need for more education or training for teachers and staff. We continue our DEI work through our Director of School Community Partnerships and the guidance of our Assistant Superintendent. This also ties directly to our student focus groups and where they our areas of growth can be.

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.