



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Cheektowaga-Sloan UFSD	John F. Kennedy Middle School	6-8

Collaboratively Developed By:

The John F. Kennedy Middle School SCEP Development Team

- Carleen Dixon
- Mark Gedeon
- Megan Zoladz
- Sheri Sante
- Sarah Bandemer
- Christopher Farrell, Principal
- Danielle Rodgers, Assistant Principal

And in partnership with the staff, students, and families of John F. Kennedy Middle School.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>CULTURE GOAL: By the end of the 2023-24 academic year, increase student and staff engagement and satisfaction levels by implementing a comprehensive recognition and feedback system, integrating student and staff voice and choice, and aligning Leader in Me, SEL, and Restorative practices throughout the middle school.</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 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>Throughout the 2022-23 school year, the goal has been to create a thriving educational environment where both students and staff feel valued, empowered, and inspired to reach their full potential. By increasing student and staff engagement and satisfaction levels, we are prioritizing their well-being and fostering a sense of belonging within our school community.</p> <p>During the student interviews, students in every grade level expressed that when they feel engaged and satisfied, they become active participants in their own learning journey. They said they are more motivated to attend school, actively participate in class, and take ownership of their education. By integrating their voices and choices, we acknowledge their unique perspectives, interests, and strengths, which leads to increased academic success and personal growth.</p> <p>Similarly, for staff, an engaged and satisfied faculty is essential for a productive and enriching school environment. When staff members feel recognized and appreciated for their hard work, they are more likely to be committed, motivated, and innovative in their teaching practices. By implementing a comprehensive recognition and feedback system, faculty will be provided with the necessary support and resources to excel in their roles.</p> <p>Ultimately, by prioritizing student and staff engagement and satisfaction, we are investing in the overall success and well-being of our entire school community. When students and staff feel valued and empowered, the ripple effects extend beyond the classroom walls, influencing their interactions with families, peers, and the Cheektowaga-Sloan community.</p>

Progress Targets

By the end of the year, we will look to 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	<ul style="list-style-type: none"> • Student average daily attendance • Staff average absentee rate • eSchool discipline referrals • Suspension rates (in-school and out of school) • Observational data tracking of curriculum implementation (Leader in Me) 	<p>We hope to see an increase in the average daily attendance of students, a decrease in the average staff absentee rate, a decrease in our number of eSchool discipline referrals, and a decrease in our suspension rates.</p> <p>Additionally, we want to see consistent implementation of our Social and Emotional curriculum during advisement as measured by non-evaluative classroom visits.</p>	

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	<p>8. My Principal/Assistant Principal talks about the importance of learning. [43.04%]</p> <p>10. Our school is positive and fun. [17.73%]</p> <p>25. Teachers provide time for students to discuss topics and learn from each other. [37.84%]</p> <p>26. We have a positive classroom environment that supports learning. [30.94%]</p>	<p>Indicator Goals:</p> <p>#8: 55%</p> <p>#10: 50%</p> <p>#25: 50%</p> <p>#26: 50%</p>	

Commitment 1

<p>Staff Survey</p>	<p>9. Our school building leaders help to build a collaborative environment so that staff works together in achieving goals. [13.33%]</p> <p>10. Our school-building leaders make certain we have relevant, targeted professional development. [43.33%]</p> <p>11. I receive helpful instructional feedback and guidance from our school-building leaders. [33.33%]</p> <p>28. Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect. [60.71%]</p>	<p>Indicator Goals: #9: 50% #10: 55% #11: 50% #28: 70%</p>	
<p>Family Survey</p>	<p>10. School-building leaders promote a positive environment for children. [56.41%]</p> <p>26. School staff works to support students' social-emotional well-being. [59.46%]</p> <p>28. Teachers support children's emotional needs, increasing their confidence as learners. [59.46%]</p>	<p>Indicator Goals: #10: 65% #26: 70% #28: 70%</p>	

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)	<p>Student average daily attendance (monthly)</p> <p>Staff average absentee rate (monthly)</p> <p>eSchool discipline referrals (monthly)</p> <p>Suspension rates (in-school and out of school)(monthly)</p> <p>Observational data tracking of curriculum implementation (Leader in Me)</p>	<p>Our mid-year benchmark data review aligns with our end of year data review. We will review this data on a monthly basis at our leadership team meetings. Based on our monthly, and mid-year data review, we will make changes as needed. We hope to see an increase in the average daily attendance of students, a decrease in the average staff absentee rate, a decrease in our number of eSchool discipline referrals, and a decrease in our suspension rates.</p> <p>Additionally, we want to see consistent implementation of our Social and Emotional curriculum during advisement.</p>	

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:

Commitment 1

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	eSchool discipline referrals Suspensions rate	We hope to see a 10% decrease in the number of eSchool discipline referrals and a 10% decrease in our suspension rate.	
Adult/Schoolwide Behaviors and Practices	Staff attendance	We hope to see a 10% increase in the average daily attendance of our staff.	
Student Behaviors and Practices	Consistent implementation of SEL curriculum Consistent systems, procedures, routines by staff and students Restorative practices	We hope to see a consistent implementation of our SEL curriculum. We hope to implement restorative practices for students who may need additional supports. We hope to have adherence to systems, procedures, and routines by all staff and students.	

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?
Grade level student of the month (academics).	Monthly grade level student of the month recognitions regarding academics.	Certificates , swag bags, student photos, photos posted in showcase
Staff of the month	Monthly staff of the month recognition.	Certificates, swag bags, staff photos, photos posted in showcase
Golden Tickets	Three (3) golden ticket drawings per month related to the monthly character trait.	Printed golden tickets, staff recongize behaviors and

Commitment 1

		distribute tickets, money to purchase gift cards, student survey to solicit interest re: preferred prizes
Honors Assemblies	Quarterly Honors Assemblies, recognize students and allow parents to attend these events.	Auditorium reservation, recognition assembly agenda, invitation, certificates , swag bags, coverage schedule
Increase student and staff voice and choice.	Quarterly feedback opportunities	feedback surveys included in Monday memo, explanation of feedback surveys at opening day faculty meeting
Principal Council	This will be in conjunction with Student Council.	solicit principal council process to students at BOY, staff to review applications, meeting time, meeting space
Access and align current systems for Leader in Me, SEL, and Restorative Practices.	<ul style="list-style-type: none"> ● Update signage ● Social Worker will continue SEL curriculum at grade 6 ● Align these programs with Golden Tickets. ● Ongoing training at grade-level and faculty meetings ● Restore Leader in Me/Lighthouse 	Curriculum advisement coordinator, ongoing observation, opportunity for feedback
Quarterly “Assemblies” per grade level	Purpose: discuss academic and behavior data with students. It will also be an opportunity to celebrate students.	Auditorium reservation, assembly agenda, prepared data powerpoint

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>STUDENT ENGAGEMENT GOAL: By the end of the 2023-24 school year, increase student engagement and academic rigor in all classrooms by implementing instructional look fors, incorporating differentiated instruction, and Specially Designed Instruction (SDI) for students with disabilities.</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 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>The compelling "why" behind this goal is to create an inclusive and academically rigorous learning environment where all students, including those with disabilities, are actively engaged and receive the necessary support to achieve their full potential. By increasing student engagement and academic rigor in all classrooms, we are laying the foundation for lifelong learning, personal growth, and future success.</p> <p>Student engagement is crucial because it fuels motivation, curiosity, and a deep connection to the learning process. Students shared that when they are engaged, they become active participants in their education, asking questions, exploring ideas, and collaborating with their peers. Engaged students develop critical thinking skills, creativity, and a love for learning that extends beyond the classroom. By continuing to use specific instructional look fors, teachers (and leaders) can observe and identify specific behaviors and strategies that foster student engagement, ensuring that every student is actively involved in the learning process.</p> <p>Furthermore, the goal of providing Specially Designed Instruction (SDI) for students with disabilities ensures equitable access to education and supports their individual learning needs. SDI takes into account their unique challenges and strengths, providing targeted interventions, accommodations, and modifications to promote their academic growth and success. By incorporating SDI, we create a supportive and inclusive learning environment where students with disabilities can thrive academically, socially, and emotionally alongside their peers.</p>

Progress Targets

By the end of the year, we will look to 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	<ul style="list-style-type: none"> • Growth reports (benchmark, fastbridge, report card grades) • Observational data of differentiation and SDI • Observational data of classroom walkthroughs 	We hope to see an increase in the academic achievement and access of our students.	

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	9. My Principal/Assistant Principal has high expectations for students and staff. [61.18%] 11. I feel challenged at school. [40.18%] 12. My school sets high learning standards. [47.60%] 13. My classes are interesting. [26.64%] 21. My teachers encourage me to ask questions when I don't understand. [50.68%] 22. My teachers explain material in a different way when I do not understand. [43.05%]	Indicator Goals: #9: 75% #11: 55% #12: 60% #13: 50% #21: 65% #22: 55%	
Staff Survey	7. School-building leaders provide teachers with opportunities to observe and discuss effective teaching practices. [13.33%]	Indicator Goals: #7: 50% #11: 50%	

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	<p>11. I receive helpful instructional feedback and guidance from our school-building leaders. [33.33%]</p> <p>17. We work together across grade levels and content areas in order to provide an integrated approach to student learning. [30.00%]</p>	<p>#17: 50%</p>	
<p>Family Survey</p>	<p>1. My child is provided with the necessary learning materials. [64.10%]</p> <p>16. Our school requires students to engage in regular reading and writing tasks. [69.23%]</p> <p>18. Teachers set high expectations for my child. [58.98%]</p> <p>19. Teachers make classes interesting and engaging. [50.00%]</p> <p>22. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning. [46.15%]</p>	<p>Indicator Goals: #1: 75% #16: 80% #18: 70% #19: 65% #22: 60%</p>	

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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)	<p>Mid-year academic data</p> <p>Fall to winter benchmark, fasbridge and report card</p> <p>Monthly review of observational classroom walkthroughs (evidence of differentiation, SDI, look-fors)</p>	<p>We hope to see an increase in our students' academic progress from beginning of year/fall to middle of year/winter.</p> <p>We hope to see consistent implemetastion of academic look-fors, evidence of differentiation, and evidence of SDI in all classrooms.</p>	

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	Increase in student work completion, quality of work products, and engagement levels in the classroom	We hope to see an increase in our students' academic efforts and attitudes.	

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<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Observational data of staff implementing look-fors, differentiation and SDI</p> <p>Positive staff feedback</p> <p>Grade level/department technique and strategy alignment</p>	<p>We hope to see an increase in our teachers' academic efforts and attitudes.</p>	
<p>Student Behaviors and Practices</p>	<p>Observational data of students on task and cognitively engaged in their learning</p> <p>Positive student feedback</p>	<p>We hope to see an increase in our students' academic efforts and attitudes.</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Instructional Look-fors</p>	<p>Increase instructional rigor in all classrooms by utilizing the instructional look-fors:</p> <ul style="list-style-type: none"> a. Higher order thinking questions b. Accountable talk c. Accountable independent activities d. Cooperative learning 	<p>Ongoing grade level and faculty meeting professional development, teacher classroom visit schedule, feedback meetings with teachers</p>
<p>Professional Development</p>	<p>Embedded professional development in team meetings.</p>	<p>Determine need, schedule PDs, follow up</p>
<p>Non-evaluative classroom visits by building leaders</p>	<p>Building leaders will create a monthly classroom visit calendar for the purpose of supporting the effective use of common research-based instructional strategies and practices.</p>	<p>Monthly classroom visit calendar, feedback shared with teachers, feedback meetings between leaders and teachers, follow up/monitoring</p>

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Differentiated Instruction and Specially Designed Instruction (SDI)	Increase the use of differentiated instruction and SDI	Professional Development for teachers and teacher assistants.
Peer Observations	<p>Teachers allow their peers to visit their classrooms to observe instruction, student learning, and specific strategies.</p> <p>Followed by reflective conversations to continue to support student achievement.</p>	Teachers that are willing to participate.

COMMITMENT 3

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>DATA AND INSTRUCTION GOAL: By the end of the 2023-24 academic year, we will develop a data-driven culture among school leaders and teachers that utilizes student needs, assessments, and analysis to inform strategic action planning, resulting in improved student achievement outcomes. Teachers will utilize a variety of data sources, including diagnostics, benchmarks, and progress monitoring, to inform lesson planning and foster student participation in their own learning process.</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 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 chose this commitment because there is an ongoing need to create an educational environment that supports the needs of both students and teachers in order to decrease the achievement gap and ensure academic success for all students. By developing a data-driven culture among school leaders and teachers, we will become empowered with the necessary tools and information to make informed decisions that address the unique needs of each student.</p> <p>A data-driven culture supports teachers in their professional growth and instructional practices. By utilizing a variety of data sources, including diagnostics, benchmarks, and progress monitoring, teachers gain a comprehensive understanding of their student's academic progress and areas that require additional support. This data empowers teachers to make data-informed decisions when planning lessons, differentiating instruction, and providing targeted interventions. It also allows them to assess the effectiveness of their teaching strategies and make necessary adjustments to improve student learning outcomes.</p> <p>By focusing on data-driven decision-making, we can effectively close the achievement gap for students at our school. The analysis of data enables us to identify trends, patterns, and disparities in student performance, which allows us to target specific areas of improvement and strategically plan interventions and support systems. By continuously monitoring student progress, we can ensure that every student receives the necessary interventions and support to reach their academic goals.</p>

Progress Targets

By the end of the year, we will look to 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	<ul style="list-style-type: none"> Meeting agendas and minutes School-wide academic and behavioral data reports 	<p>We hope to see evidence of a data-driven culture. This includes agendas and minutes from data meetings, student action plans, graphs, and charts.</p> <p>We additionally hope to see increased academic data and decreased behavioral data that reflects our efforts.</p>	

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	<p>19. We receive specific feedback from our teachers on the tests/assessments we take. [38.87%]</p> <p>21. My teachers encourage me to ask questions when I don't understand. [50.68%]</p> <p>25. Teachers provide time for students to discuss topics and learn from each other. [37.85%]</p>	<p>Indicator Goals: #19: 50% #21: 65% #25: 50%</p>	
Staff Survey	<p>3. Our school has a system to routinely use data to identify students in need of academic support, intervention, and/or enrichment. [43.34%]</p> <p>24. We review common assessments during grade level/content area meeting time.[33.33%]</p>	<p>Indicator Goals: #3: 55% #24: 50%</p>	

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<p>Family Survey</p>	<p>17. Teachers regularly inform me about how my child is doing academically. [35.90%]</p> <p>22. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning. [46.15%]</p>	<p>Indicator Goals: #17: 50% #22: 55%</p>	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p>Mid-Year Benchmark(s)</p>	<p>Meeting agendas and minutes</p> <p>School-wide academic and behavioral data reports</p>	<p>We hope to see evidence of efforts toward building a data-driven culture. This includes agendas and minutes from data meetings, student action plans, graphs, and charts.</p> <p>We additionally hope to see increased academic data and decreased behavioral data that reflects our efforts.</p>	

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:

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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	Student action plans	We hope to see evidence of student action plans (as a result of DDI/DDDM)	
Adult/Schoolwide Behaviors and Practices	Meeting agendas, minutes Staff participation	We hope to see evidence of DDI/DDDM.	
Student Behaviors and Practices	Increased engagement of students due to intentional planning, instruction and intervention (as a result of data driven practices)	We hope to see evidence of more strategic and intentional teaching and learning.	

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?
DDDM/DDI	Teachers collect real-time data in their classrooms and support students. Creating exit tickets/"do-nows" Teachers actually discussing the data and using it to drive instruction	Professional Development, grade level and department meeting schedule and times, agendas, minutes
Strategic Action Plans	Teachers will use data to create strategic action plans that inform instruction, and	Professional development, coaching, grade level

Commitment 3

	result in greater student achievement outcomes.	and department level meeting schedule, agendas, minutes, action plan progress monitoring, student work products
Variety of Data Sources	<p>Teachers will use a variety of data sources, including</p> <ul style="list-style-type: none"> • diagnostic assessments • formative/summative assessments • benchmark assessments • progress monitoring to inform lesson planning • develop explicit teacher plans • foster student participation in their own learning process 	Assessment summaries, work samples, lesson plans, student academic conversation templates
Grade Level Meetings	<p>Continue GLM daily focus to address the academic, behavioral, and social-emotional needs of students.</p> <p>Provide professional development during GLMs based on data collected from non-evaluative classroom visits by school and district leaders.</p>	Professional development, observation schedule, feedback to teachers, feedback coaching meetings,

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence-Based Strategy

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

Evidence-Based Intervention Strategy Identified	
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-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	Ongoing teacher feedback to support instructional strategies.
We envision that this Evidence-Based Intervention will support the following Commitment(s)	All three (3) commitments.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>Ongoing teacher feedback plays a crucial role in supporting instructional strategies and facilitating improvement in instruction and student achievement. Here are some of the findings from the Envision/Analyze/Listen process:</p> <ol style="list-style-type: none"> 1. Reflective Practice: Teacher feedback encouraged teachers to engage in reflective practice by providing them with insights into their teaching methods, approaches, and their impact on student learning. 2. Personalized Professional Development: Feedback offered teachers personalized guidance for professional development. By highlighting specific areas of improvement, feedback helped educators target their professional learning to address their individual needs. 3. Enhancing Instructional Strategies: Regular feedback supported teachers in refining their instructional strategies.

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
Christopher Farrell	Principal
Danielle Rodgers	Assistant Principal
Carleen Dixon	Art Teacher
Mark Gedeon	Science Teacher
Megan Zoldaz	Grade 6 Teacher
Sheri Sante	RTI Teacher
Sarah Bandemer	ELA Teacher
Dr. Deana Stevenson	Education Consultant

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
11.8.22							
1.19.23					X		
3.15.23							
5.8.23	X						
5.18.23		x					
5.23.23				X		X	X
6.12.23							X
6.20.23			x				
7.17.23							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 provided the insight needed to continue to address the academic needs of our students. Throughout the interviews, students voiced their need to make connections with one another and the JFK MS staff. Students were also concerned about their academic future and how COVID-19 is still impacting their future educational success. As they shared last year, students shared how teachers were committed to addressing the academic needs of struggling students but not addressing the needs of students who were ready to excel.

Lastly, students requested a classroom that was more engaging and challenging to better prepare them for future academic expectations once they leave middle school.

The commitments we agreed upon are directly related to the needs and requests of our students.

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.