



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The John F. Kennedy SCEP Development Team:
Mark Gedeon, Megan Zoldaz, Christopher Farrell (principal), Sheri Sante, and Dr. Stevenson,
consultant from DocDeana Enterprise

And in partnership with the staff, students, and families of JFK 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 increasing parent and student 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>As we plan for the upcoming school year, we understand that parent involvement has always been a concern at the middle school level. Secondary students typically are not open to the idea of having their parents actively involved in matters related to school. We learned through the student interviews that students at JFK Middle School are open to having their parents in the building post-COVID-19 restrictions over the past couple of years.</p> <p>The timing of combining parent and student engagement is right because we have existed in isolation for more than a year. The start of the 21.22 SY did not allow us to have as many of the "back to school events" we thought we could have without addressing COVID-19 restrictions. Coordinating our back-to-school/open house events with a community event will create the momentum we need to get more families involved.</p> <p>Student engagement is critical to the JFK MS student experience. Creating academic and social engagement activities to focus on engagement for our student population will assist us in meeting and exceeding our goals.</p>

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?
6th Grade & New Student Orientation	<p>Students and their families (parents/guardians) will attend the orientation. At this meeting, the PTO, teachers, and current student-leaders will be present to share ways for parents and students to stay engaged.</p> <p>Parents will receive “Swag Bags” with school paraphernalia.</p>	85% of students attend the in-person orientation.	<p>Staff and student-leaders to assist with the event. For example, student-leaders are ‘tour guides’</p> <p>Funding for “Swag Bags” and content.</p>
Open House	<p>Providing an opportunity for families to learn more about JFK Middle School.</p> <p>Partner with PTO.</p>	70% of families participate in Open house.	<p>Staff to plan for Open House.</p> <p>Staff to attend Open House</p>
Welcome Back Dance, Halloween Parade, Valentine Dance	Incentive for students to remain engaged academically and free of behavior infractions.	85% of students are able to participate	<p>Staff to chaperone</p> <p>Staff to plan</p> <p>Resources for dances and Halloween Parade -decorations, DJ, photo booth</p> <p>PTO support</p>

Commitment 1

<p>Annual Bonfire</p>	<p>Create invites for parents, community members, and potential community partners.</p>	<p>Families, community members, and potential community partners attend.</p> <p>Will be difficult to quantify. Simply hosting the event will be viewed as a success.</p>	<p>Staff for planning</p> <p>Staff to attend for supervision</p>

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	<p><u>Intermediate Student:</u> 32. My family goes to school events, such as games or plays. [Spring 2022: 60.20%]</p> <p><u>Secondary Students:</u> 35. My family attends school events, such as games, plays, and fundraisers. [Spring 2022: 37.37%]</p>	<p><u>Intermediate Student:</u> Indicator #32: 80%</p> <p><u>Secondary Student:</u> Indicator #35: 55%</p>
Staff Survey	34. I regularly contact families to discuss their children’s progress. [Spring 2022: 67.75%]	Indicator #34: 75%
Family Survey	<p>29. I am satisfied with the communication I receive from my child’s school. [Spring 2022: 49.34%]</p> <p>31. Teachers contact me; not just in times of concern. [Spring 2022: 36.60%]</p>	<p>Indicator #29: 65%</p> <p>Indicator #31: 55%</p>

Commitment 1

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to increasing instructional rigor by supporting teaching and learning.</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 district vision includes:</p> <ul style="list-style-type: none"> • Recognizing that literacy skills must be taught in PreK and strengthened each year through the Lucy Calkins Reading Workshop Model in K-5, and then further developed in middle and high school through continued emphasis on skill development in both reading and writing with a focus on exposing students to varied authentic literature and real-life writing experiences • Developing strong mathematical skills through consistent instruction using the Common Core Learning Standards, real-life applications & critical thinking skills, and then expand those math skills through exposure to Regents, Honors, and AP mathematics coursework • This commitment emerged from parent, staff and student survey data, as well as Star benchmark data. • Utilizing our two Academic Learning Centers (ALCs) as resources to help all learners reach their highest potential—from striving learners to those who require challenging experiences <p>We understand that teachers will need instructional strategies to support students such as increasing student: teacher discourse (60/40), creating lessons based on student needs and increasing student engagement. A new principal has been hired for JFK Middle School and this new leader is committed to supporting instruction through daily non-evaluative classroom visits, assisting teachers with research-based instructional strategies to support learning, and providing opportunities for teachers to meet collaboratively to discuss instruction and student data.</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>Identify common research-based instructional practices and strategies.</p>	<p>District and building leaders will establish common research-based instructional practices and strategies for teachers.</p>	<p>Establishing common research-based instructional practices and strategies with teachers will allow district and building leaders to support instruction and provide targeted PD when needed.</p> <p>Teachers will be using research-based strategies in their daily lessons.</p> <p>Teachers will be discussing and referencing strategies during team meetings.</p>	<p>Time for leaders to meet</p> <p>Professional development for leaders and teachers</p>
<p>DDDM/DDI</p>	<p>Teachers collect real-time data in their classrooms and support students.</p> <p>Creating exit tickets/"do-nows"</p>	<p>Teachers actually discussing the data and using it to drive instruction.</p>	<p>Teacher PD</p> <p>Time for teachers to review data</p>
<p>Staff development</p>	<p>Research-based instructional strategies to support instruction and increase rigor</p>	<p>Evidence of strategies in daily classroom visits by school leaders</p>	<p>Teacher PD</p>

Commitment 2

	Instructional strategies to decrease the use Chromebooks		
Grade Level Meetings	Identify GLM daily focus to address the academic, behavioral, and social-emotional needs of students.	Schedule for daily GLM Agendas and minutes in a shared Google folder	Time for teachers to meet on a consistent basis during assigned GLM time built into their schedules.
Non-evaluative classroom visits by building leaders	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.	Leader support of instructional practices linked to effective feedback will increase the likelihood of seeing these strategies used in the classroom. Teacher meeting discussions regarding classroom visit findings. Building leaders provide support for those teachers still needing assistance. Peer-to-Peer assistance on the instructional strategies.	Classroom visit schedule Process on giving effective feedback to teachers to support instruction and establishing a feedback loop

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<u>Intermediate Students:</u> 11. I feel challenged at school. [Spring 2022 Survey: 52.20%]	<u>Intermediate Students:</u> Indicator #11: 75%
	<u>Secondary Students:</u> 11. I feel challenged at school. [Spring 2022 Survey: 43.43%]	<u>Secondary Students:</u> Indicator #11: 65%
	16. We use student learning targets/goals ("I can" statements) in our classes. [Spring 2022 Survey: 36.74%]	Indicator #16: 65%
Staff Survey	12. Our school building leaders actively support data-driven inquiry as a school-wide practice. [Spring 2022 Survey: 57.75%]	Indicator #12: 75%
	17. We work together across grade levels and content areas in order to provide an integrated approach to student learning. [Spring 2022 Survey: 28.57%]	Indicator #17: 65%
	24. We review common assessments during grade level/content area meeting time. [Spring 2022 Survey: 34.79%]	Indicator: #24: 65%
Family Survey	19. Teachers make classes interesting and engaging. [Spring 2022 Survey: 60.00%]	Indicator #19: 75%
	22. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning. [Spring 2022 Survey: 57.42%]	Indicator #22: 75%

Commitment 2

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	
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.

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

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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.

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) as follows	

X 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	Ongoing teacher feedback to support 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) 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
Carleen Dixon	Teacher
Donald Bzibziak	Teacher
Mark Gedeon	Teacher
Megan Zoldaz	Teacher
Sarah Bandemer	Teacher
Sheri Sante	Teacher
Timothy Miller	Teacher
Christopher Farrell	Principal
Danielle Rodgers	Assistant Principal
Deana Stevenson	Education Consultant
Kristie Schlossin	Parent

Our Team’s Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the “Leveraging Resources” document (OPTIONAL)

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the “Leveraging Resources” document
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
5/17/22	X					
5/23/22		X	X			
6/1/22			X	X	X	
6/8/22					X	
6/13/22					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

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 will impact their future educational success. They 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 in every interview the need to “make school fun”.

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

Equity Self-Reflection

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

The Equity Self-Reflection affirms the work needed in the area of high expectations and rigorous instruction. In most instances, teachers rated the school at the emerging level which confirms this work is necessary to support teaching practices to increase student achievement.

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.