



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Cheektowaga-Sloan UFSD	JFK Middle School	6-8

Collaboratively Developed By:

The JFK Middle School SCEP Development Team:

- | | | |
|-------------------|------------------|----|
| 1. Timothy Miller | 3. Andrea Parker | 5. |
| 2. Megan Zoladz | 4. Robert Julian | 6. |

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 and Strategies

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 2021-22 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.

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 the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [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](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</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 being actively involved in matters related to school. We learned through the student interviews that students are open to having their parents in the building post-COVID-19.</p> <p>The timing of combining parent and student engagement is right because we have existed in isolation for more than a year. Coordinating our back to school/open house events to a community event will create the momentum we need to get more families involved.</p> <p>The Equity Self-Reflection revealed that we are in the "emerging" and "integrating" phases as it relates to creating a Welcoming and Affirming Environment. Our district vision is focused on educating the "Whole Child" which means we focus on nurturing and engaging our students and their families.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Open House (9/14)</p>	<p>Providing an opportunity for families to learn more about JFK Middle School.</p> <p>Parents will receive “Swag Bags” with school paraphernalia.</p> <p>Partner with PTO.</p>	<p>70% of families participate in Open house and receive “Swag Bags”</p>	<p>Funding for “Swag Bags” and content.</p> <p>Staff to plan for Open House.</p> <p>Staff to attend Open House</p>
<p>Bonfire (10/1)</p>	<p>Create invites for parents, community members, and potential community partners.</p>	<p>[INSERT PERCENTAGE] of families, community members, and potential community partners attend</p>	<p>Staff for planning</p> <p>Staff to attend for supervision</p>
<p>8/31 Locker set up and Mandatory Athletic Meeting (8/30)</p>	<p>Students have the opportunity to come in and set up their lockers.</p> <p>Students will attend the mandatory athletic meeting with their parents. At this meeting PTO will be present to share ways for parents to stay engaged.</p>	<p>85% of students attend locker and mandatory athletic meeting</p>	<p>Staff to assist with locker set up</p>

Commitment 1

<p>Valentine Dance</p>	<p>Incentive for students to remain engaged academically and free of behavior infarctions</p>	<p>85% of students are able to participate</p>	<p>Staff to chaperone Staff to plan Resources for dance -decorations, DJ PTO support</p>
<p>Welcome Back Dance (9/24) (10/29) Halloween Parade</p>	<p>Incentive for students to remain engaged academically and free of behavior infarctions</p>	<p>85% of students are able to participate</p>	<p>Staff to chaperone Staff to plan Resources for dance and Halloween Parade -decorations, DJ, photobooth PTO support</p>
<p>Informational session regarding NYSED Assessments</p>	<p>Inform parents of the importance of their child taking the NYSED assessments.</p>	<p>85% parent participation.</p>	<p>Prepare presentation</p>

End-of-the-Year Desired Outcomes

School 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	#35: My family attends school events, such as games, plays, and fundraisers. [Current: 42.23%]	
	38. My family is actively involved in my education. [Current: 66.66%]	
Staff Survey	36. I contact families on a routine basis, not just in times of concern. [Current: 52.00%]	
Family Survey	30. I am satisfied with the communication I receive from my child’s school. [Current: 48.39%]	
	32. Teachers contact me; not just in times of concern. [Current: 25.81%]	

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 2021-22 school year.

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</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>The COVID-19 pandemic caused teachers to shift how instruction was delivered and learn how to use technology to support students. From the student interviews, students expressed how difficult it was for them to learn using a hybrid or fully remote method. They stated how they see the value in coming to school five (5) days a week and look forward to that occurring on a consistent basis during the 2021-2022 SY.</p> <p>While our district vision is to utilize Academic Learning Centers (ALCs) as resources to help all learners reach their highest potential—from striving learners to those who require challenging experiences, additional support will be needed to support instruction.</p> <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.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	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.	Teacher PD Time for teachers to review data
Informational Sessions with NYSED and the importance fo the TSI designation.	Rebranding the need and importance to take the assessment.	Increased parent awareness regarding the importance of the NYSED assessments	Informational presentation for parents.
Staff development	Research-based instructional strategies to support instruction and increase rigor Instructional strategies to decrease the use Chromebooks	Evidence of strategies in daily classroom visits by school leaders	Teacher PD
NYSED Assessment Prep - intentional	Create a test prep calendar Provide 1-2 mock NYSED assessments	Test prep calendar created and shared with staff. Administer 1-2 mock NYSED assessments	Time to create mock assessments. Time to administer mock assessments.

End-of-the-Year Desired Outcomes

School 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	11. I feel challenged at school. [Current: 39.14%]	
	13. My classes are interesting. [Current: 46.67%]	
Staff Survey	7. School leaders provide teachers with opportunities to observe and discuss effective teaching practices. [Current: 36.00%]	
Family Survey	19. Teachers set high expectations for my child. [Current: 53.23%]	
	20. Teachers make classes interesting and engaging. [Current: 41.94%]	

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 2021-22 school year.

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 2021-22?</p>	<p>We commit to increasing daily attendance for students while reducing the rate of 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>Prior to the COVID-19 pandemic, student attendance was a major concern. There were far too many students who were identified as chronically absent at JFK Middle School.</p> <p>The "How Learning Happens" document and student interviews revealed that student relationships and connections with school are major factors for student attendance. It is our goal to create Kennedy Crew attendance incentives with friendly competition planned to inspire students to want to attend school.</p> <p>This is the right commitment to pursue at this time because our school is in the process of streamlining our attendance policy using a multi-tiered support approach. We understand that there are many factors that cause students not to attend school and we want to begin to address those factors with targeted interventions.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Kennedy Crew Attendance Contest	Provide monthly incentives regarding student attendance. Student representatives to work with teachers to give feedback regarding incentives	Increase daily attendance by INSERT PERCENTAGE	Funds for incentives Time for teachers to plan
Welcome Back Dance Valentine’s Dance Halloween Parade	Attendance incentive aligned to participate in these events.	85% of students are able to participate	Staff to chaperone Funds to decorate, DJ
Revised Attendance Policy	Multi-tiered approach to attendance with early intervention	Creating of new policy	
Strive for Five	School-wide initiative with community support to “Strive for Five”, meaning attending school 5 days a week.	Increase daily attendance by INSERT PERCENTAGE	Funds to purchase incentives

End-of-the-Year Desired Outcomes

School 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	5. My school shares the importance of coming to school daily and on time. [Current: 60.87%]	
Staff Survey	4. Attendance is emphasized from the start of the school year, rather than waiting until it becomes a problem with specific students. [Current: 33.33%]	
Family Survey	5. My child's school shares the importance of coming to school daily and on time. [Current: 72.13%]	

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 2021-22 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 2021-22?	
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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School 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 2021-22 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	Multi-Tiered Attendance Intervention
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This intervention will directly support commitment #1 and #3 and indirectly support commitment #2.

Clearinghouse used and corresponding rating

X 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
Please fill out this information	

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

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	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
6/7/21	X					
6/9/21			X			
7/12/21				X	X	
*Dates this was administered						

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. 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 teacher practices to increase student achievement.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.