



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Serv
Jamestown Public Schools	Jefferson Middle School	5-8

Collaboratively Developed By:

The Jefferson Middle School SCEP Development Team

(SCEP Team Members: Darren Bonafede, Gina Hess, Penny Benson, Carrie Pawelski, Stacy Monroe, Erin Knapp, Stephanie Lentsch, Danyel Rizzuto, Sara Patterson, Jeannine Gambrel, Leslie Melquist)

*And in partnership with the staff, students, and families of **Jefferson Middle School.***

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to deepening connections among students, staff, and community.</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 pandemic, students were isolated and disconnected from the school community. Although we returned to in-person instruction in 2022-2023, students continue struggling with appropriate social interactions.</p> <p>A driving value behind our school has been our collective believe that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. While we have made efforts to rebuild connections that were lost during the pandemic, we believe that we need to continue to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs, specifically with a focus on our ELL students.</p>

Progress Targets

By the end of the year, we will look to the 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>
<p>End-Of-The-Year Goals</p>	<p>Participation in extracurriculars</p> <p>Percentage of chronically absent students in the categories of “watch” and “alarm” in Learning Circle</p>	<p>65% of ELL students will be participating in at least one extracurricular activity (club, sports team, musical ensemble, etc.).</p> <p>The percentage of ELL students in the categories of “watch” and “alarm” in Learning Circle will be reduced from 28.7% to 23.7%.</p>	

Commitment 1

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	The school offers a wide variety of extracurricular activities (clubs/sports team/band/chorus/orchestra) for kids.	85%	
	I participate in at least one extracurricular activity.	85%	
	I can really be myself at this school.	85%	
	I can help make the community a better place.	85%	
	I have an adult in this school that I feel comfortable talking to.	85%	
Staff Survey	I make sure all students can experience success.	85%	
	Building administration values the work I do to support students beyond the curriculum.	85%	
Family Survey	I understand the importance of my child attending school regularly.	80%	
	My child feels part of the school community.	80%	
	There is an adult in this school that my child feels comfortable talking to.	80%	
	I feel comfortable attending family events at this school.	80%	

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

Commitment 1

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<p>Participation in extracurriculars</p> <p>Percentage of chronically absent students in the categories of “watch” and “alarm” in Learning Circle</p>	<p>35% of ELL students will be participating in at least one extracurricular activity (club, sports team, musical ensemble, etc.)</p> <p>Percentage of chronically absent ELL students in the categories of “watch” and “alarm” in Learning Circle = 30% or less.</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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	<p>Participation in extracurriculars</p> <p>Percentage of chronically absent students in the categories of “watch” and “alarm” in Learning Circle</p>	<p>30% of ELL students will be participating in at least one extracurricular activity (club, sports team, musical ensemble, etc.)</p> <p>Percentage of chronically absent ELL students in the categories of “watch” and “alarm” in Learning Circle = 25% or less.</p>	
Adult/Schoolwide Behaviors and Practices	“Jag Time”/Tier I Calendar	By the end of September, all students will receive weekly “Jag Time” /SEL lessons.	

Commitment 1

<p>Student Behaviors and Practices</p>	<p>Conversations/ observations of student interactions</p>	<p>Appropriate social interactions between students.</p>	
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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>Extend opportunities for students to engage with one another, particularly at the start of the year.</p>	<p>“Jag Time” will take place building-wide once a week.</p> <p>Team-building activities will take place within the first two weeks of school in 5th and 6th grade.</p>	<p>Scheduled time within each grade level, PD for staff on “Jag Time” (sharing time) and SEL lessons.</p>
<p>Targeted efforts to increase participation in extracurricular activities.</p>	<p>Students were surveyed in May of 2023 to determine interest in extracurricular activities. A list of possible clubs was developed and will be made available in September.</p> <p>A schoolwide fair on clubs will be held on the day of Open House to allow students to learn about the clubs being offered and sign-up (late September), with a focus on ELL’s.</p> <p>After school clubs will begin at the end of September.</p> <p>Attendance at clubs will be monitored and club advisors will discuss with students who are not attending.</p>	<p>Funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors.</p>

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to strengthening our ability to provide a cohesive, relevant curriculum, with the priority of utilizing targeted interventions, driven by data.</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>Since the pandemic, a tremendous amount of academic instruction and student learning has been lost due to the pandemic. As a result, there has been a significant decrease in student performance and learning gaps have continued, specifically with our ELL's. This was evident in results from CFAs, NWEA and NYS Assessments during the 2021-2022 and 2022-2023 school years.</p> <p>We believe as a school that our students need to share common curricular experiences to prepare them for success in middle school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p>

Progress Targets

By the end of the year, we will look to the 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>
<p>End-Of-The-Year Goals</p>	<p>End-of-year HMH Growth ELA data</p> <p>End-of-year NWEA Math data</p>	<p>35% of ELL students performing at or above grade level</p> <p>30% of ELL students performing at or above grade level</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>

Commitment 2

Student Survey	I am aware of my goals for reading and the skills needed to improve.	85%	
	I am aware of my goals for math and the skills needed to improve.	85%	
	The small group interventions (sm. group math/ACCEL) help me work toward my goals.	85%	
Staff Survey	I have opportunities to learn from a range of colleagues.	80%	
	I meet with my students to review their goals and skills needed to improve.	80%	
	I use data to differentiate during intervention.	80%	
Family Survey	I am aware of my child's goals for reading and the skills needed to improve.	70%	
	I am aware of my child's goals for math and the skills needed to improve.	70%	
	The school's programs (clubs, gold/silver rewards, family nights, etc.) reflect, respect, and value the diversity of the families in the community.	70%	

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

Commitment 2

	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)	Middle-of-year HMH Growth ELA data Middle-of-year NWEA Math data	31% of ELL students performing at or above grade level 26% of ELL students performing at or above grade level	

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	Beginning-of-year NWEA data	Acquiring baseline data for students, for the current school-year. Set goals within teams.	
Adult/Schoolwide Behaviors and Practices	Conversations with teachers during faculty meetings.	Teachers are connecting with colleagues in the grades below and above them regularly at vertical planning faculty meetings, beginning in September, to share strategies, resources, and mnemonic devices students have previously used.	
	Conversations with teachers during grade-level/department data team meetings.	Teachers gain perspective on where students are at within the curriculum and adjust their instruction accordingly.	
	Conversations with parents.	When talking with parents, teachers share student academic successes and challenges, and strategies for improvement.	

Commitment 2

Student Behaviors and Practices	Classroom walk-throughs	Student engagement with the lesson occurring during intervention classes.	
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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?
Expanded targeted student intervention time for ELA and Math	<p>Time built into the master schedule</p> <ul style="list-style-type: none"> ● Small Group Math daily, in grades 5, 6, and 7 ● ACCEL (ELA/Math) - 45 minutes every other day, all grades ● ELLs will be placed in previous intervention groups <p>Results from: CFAs NWEA (Fall/Winter/Spring) NYS Assessments</p>	Schedule
Continue to create quality common formative assessments	<p>Common grade level/data team meeting time:</p> <ul style="list-style-type: none"> ● 30-45 minutes available daily ● Staff Development days ● Faculty meeting time as needed <p>Time will be used to identify most critical skills to be assessed and create/discuss common formative assessments.</p>	Schedule eDoctrina Other resources for assessment questions

Commitment 2

<p>Use grade level/subject area data team meetings to analyze data and student progress</p>	<p>Common grade level/data team meeting time:</p> <ul style="list-style-type: none"> ● 30-45 minutes available daily ● Staff Development days- Engagement strategies (Kagan and West Ed strategies with ELL focus) ● Communities of practice after school/faculty meetings - ELL focus <p>Plans will be made to address deficits and how skills will be retaught/reassessed to ensure attainment, with a focus on ELL's.</p>	<p>Schedule eDoctrina data analysis</p>
<p>Differentiated instruction</p>	<p>Group/Regroup students based on skill needs:</p> <ul style="list-style-type: none"> ● Small Group Math ● ACCEL ● LETRS ● Co-teaching walk throughs and coaching - ELL Focus <p>Analyze results from assessments and individual student performance, with a focus on ELL's.</p>	<p>LETRS strategies IXL Read 180 (7th and 8th grade)</p>
<p>Student Goal Meetings</p>	<p>Teachers will hold individual student conferences to set goals for growth and progress in Fall/Winter/Spring, prior to the administration of NWEA assessments.</p> <p>Document growth goals with students during conferences to determine if goals have been met. Compare goals to actual NWEA scores, focusing on ELL's.</p>	<p>Printed NWEA reports for students and teachers</p>

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	PLC
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Deepening Connections Cohesive, Relevant Curriculum
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Deepening Connections - team-building planning/implementing of activities Cohesive, Relevant Curriculum - team/department common planning time to allow for alignment, common assessment, analyzing of data, intervention planning/implementation

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Darren Bonafede	Teacher
Gina Hess	Teacher
Penny Benson	Teacher
Carrie Pawelski	Teacher
Stacy Monroe	Teacher
Erin Knapp	Teacher
Stephanie Lentsch	Teacher
Danyel Rizzuto	Teacher
Sara Patterson	Teacher
Evie Piazza	Teacher
Leslie Melquist	Principal

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
<i>Example:</i> 4/6/21				<i>x</i>	<i>x</i>		
5/1/23	X						
5/23/23				X			
6/9/23					X		
6/13/23		X	X				
7/17/23						X	
7/18/23							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

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.