



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Jamestown	Washington Middle School	5-8

## Collaboratively Developed By:

### The Washington Middle School SCEP Development Team

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*And in partnership with the staff, students, and families of Washington 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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to building meaningful and trusting relationships between students, staff and families.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• We are still seeing the long-lasting effects of more than 2 years of dealing with COVID and all the quarantines, isolations, separations and cohorting.</li> <li>• Students are struggling with attendance, anxiety, inability to communicate appropriately, appropriate social interactions with peers and adults. With a focus on our ELL population.</li> <li>• We are still experiencing an increase in discipline issues and severity. Many students lack meaningful connections with adults - 34% of our write-ups are defiance, insubordination, and noncompliance.</li> <li>• We are seeing an increase in inappropriate use of social media, which we feel has contributed to a lack of empathy we see in student interactions.</li> <li>• Students have poor conflict resolution, critical thinking, and executive functioning skills</li> <li>• We are seeing a large number of students sleeping in class, coming to school late, being irritable, impatient, and noncooperative, and lacking coping and problem-solving skills.</li> <li>• Students have expressed that they are up all night watching TV, playing video games, or communicating on their phones into the early morning hours. They share that they are tired and want to go home to sleep. They share that their parents are also up, at work, or sleeping and unaware.</li> <li>• We have many families with various backgrounds/identities. We want to work with these families to understand how to best support them.</li> </ul> <p>This commitment is influenced by the “How Learning Happens” document under the following section:  <u>LEARNING IS RELATIONAL</u>  Relationships play a central role in a child’s development; having a web of sustained and supportive human connections is crucial to every young person’s well-being, learning, and sense of belonging. Adults in school and community settings play a key</p>

Commitment 1

	<p>role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential. Adults’ implicit and explicit beliefs about and reactions to discrimination and oppression affect their interactions with young people; they have the opportunity to challenge long-held mindsets and approaches and enable healthy, supported development.</p>
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**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>
<b>End-Of-The-Year Goals</b>	Attendance and Discipline Referrals using SWIS and Learning Circle	<ul style="list-style-type: none"> <li>● Increase in Student Attendance to 90% from 88.7% from the 22-23 school year.</li> <li>● Increase in ELL attendance to 90% from 87.1% from the 22-23 school year</li> <li>● Decrease in Major Discipline referrals from 1,258 to 1,000 (20%)</li> <li>●</li> </ul>	

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	What we ended up
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Commitment 1

		<i>(e.g., % agree or strongly agree)</i>	<b>seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	<ol style="list-style-type: none"> <li>1. The school offers school activities for people like me.</li> <li>2. I have a positive relationship with at least one adult in school.</li> <li>3. I have positive relationships with my peers.</li> <li>4. I understand the rules and expectations of the school.</li> </ol>	<p>75%</p> <p>75%</p> <p>75%</p> <p>75%</p>	
<b>Staff Survey</b>	<ol style="list-style-type: none"> <li>1. I was provided with opportunities to build positive relationships with my students.</li> <li>2. I had a decrease in the number of student discipline referrals.</li> <li>3. R-Time has a positive impact on our school culture.</li> </ol>	<p>85%</p> <p>85%</p> <p>85%</p>	
<b>Family Survey</b>	<ol style="list-style-type: none"> <li>1. My child feels connected to this school.</li> <li>2. The staff at this school care about my child.</li> <li>3. I attended at least one school event/activity this school year.</li> <li>4. I was contacted at least monthly if my child had attendance concerns.</li> </ol>	<p>80%</p> <p>80%</p> <p>70%</p> <p>80%</p>	

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing</b> <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Attendance and Discipline Referrals using SWIS and Learning Circle	<ul style="list-style-type: none"> <li>● Increase in Student Attendance (Feb 1, 2023 was 89.4%)</li> <li>● Decrease in Major Discipline referrals (Feb 1, 2023 was 588)</li> </ul>	

Commitment 1

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	SWIS & Learning Circle	<ul style="list-style-type: none"> <li>● Increase in Student Attendance</li> <li>● Decrease in Discipline referrals</li> </ul>	
Adult/Schoolwide Behaviors and Practices	Discipline Referrals & Survey	<ul style="list-style-type: none"> <li>● Increase in Student Attendance</li> <li>● Decrease in Discipline referrals</li> </ul>	
Student Behaviors and Practices	Attendance, Discipline Referrals & Survey	<ul style="list-style-type: none"> <li>● Increase in Student Attendance</li> <li>● Decrease in Discipline referrals</li> </ul>	

## 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?
Tier 1 SEL Lessons	<p>R-Time/Personal Development lessons will occur at the same time/day twice a week for all students and staff. These will be done in small groups. (non teaching staff by choice)</p> <p>ENL students will have resources translated and be with a facilitator who can help translate.</p>	<p>Schedule</p> <p>Staff to make small groups.</p> <p>Updated lessons/videos</p> <p>Money to update the curriculum and lessons</p>
Parent and student education on the importance of sleep and	FACE team will push out connections to our SEL lessons on Talking Points.(translations?)	Resources for parents

Commitment 1

<p>attendance/education .</p>	<p>Family night with a focus on the importance of attendance and well being for students.</p> <p>Weekly time after school for ELL parents/families to meet with Community Navigator</p>	
<p>Peer Mediation</p>	<p>Through a referral process, peer conflicts have the opportunity to be mediated with the help of peer mediators and trained staff members.</p>	<p>Money for Peaceful Schools to continue to work with students and train new students</p>
<p>Teaming Model for fifth and sixth grade classrooms</p>	<ul style="list-style-type: none"> <li>● Students will have the opportunity to build relationships with two or three different teachers.</li> <li>● Students will travel to different classrooms for different content subjects.</li> <li>● Students will have the opportunity to engage and interact with different combinations of students outside of their homerooms.</li> </ul>	<p>Common team or grade-level time SWIS</p>
<p>Targeted efforts to increase participation in after-school clubs</p>	<ul style="list-style-type: none"> <li>● Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance.</li> <li>● Create a student interest survey to determine what students want to participate in.</li> <li>● Addition of foreign language club (student survey results suggested this)</li> <li>● Addition of Art/Drawing Club (student survey results suggested this)</li> </ul>	<p>Funding of materials for clubs Staff to organize and lead clubs Stipends for club advisors PowerSchool Clerical staff to track</p>



Commitment 1

	<ul style="list-style-type: none"> <li>● Build in more after school activities for our ELL population focusing on SEL and Attendance</li> </ul>	
Re-establish building norms and classroom expectations using common language	<ul style="list-style-type: none"> <li>● Providing opportunities for more positive interactions with staff and students</li> <li>● Teaching Tier 1 expectation lessons/ R-time lessons and importance/rationale for each expectation</li> <li>● Trimester celebrations for the whole school</li> <li>● Monthly goals and awards for each grade-level</li> </ul>	<ul style="list-style-type: none"> <li>● Time</li> <li>● Tier 1/SEL lessons</li> <li>● Expectations posted around the building - New Posters and Videos</li> <li>● Money for PBIS</li> <li>● Para/Staff training (lunch supervision)</li> </ul>
Targeted Interventions to decrease chronic absenteeism	<ul style="list-style-type: none"> <li>● Continuation of Attendance Committee</li> <li>● Monitor and reward attendance weekly/monthly</li> <li>● Thumbs meeting will report on attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance officer</li> <li>● Project EASE</li> <li>● Applied for Cummins Grant</li> </ul>
Increase of Family Involvement	<ul style="list-style-type: none"> <li>● Continuation of FACE Committee</li> <li>● Providing opportunities for parents to be involved in school activities. (Focus on Hispanic families)</li> <li>● Continuation of PTO</li> </ul>	<ul style="list-style-type: none"> <li>● MS Community Navigator</li> <li>● Money for events</li> <li>● Connections to outside Agencies</li> </ul>
<b>Working Lunches/Alternate or Targeted Lunch groups</b>	<ul style="list-style-type: none"> <li>● Working Lunch Groups for students to complete predetermined work - continue in 7/8 and begin in 5/6</li> <li>● Social Support/Reteach Expectations Groups</li> <li>● Preferred Quiet or Activity Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Staff &amp; money</li> </ul>

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to supporting the academic needs of our students by providing targeted intervention driven by data.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this Commitment fit into what we envision for the school?</i></li> <li>● <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>● <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Due to Covid, students lost academic instruction and learning either through lack of time in school, attendance, and isolations for 2 ½ years. As a result, we have seen a significant decrease in student performance as well as a significant increase in learning gaps. This was observed on CFA’s, NWEA as well as NYS Assessments. According to this year’s data, a low percentage of students are on at or above grade level</p> <ul style="list-style-type: none"> <li>● Spring 2023 Math NWEA,             <ul style="list-style-type: none"> <li>○ <b>5th 13%, (Down 5% from 21-22)</b></li> <li>○ <b>6th 26%, (Up 1% from 21-22)</b></li> <li>○ <b>7th 21% (Down 9% from 21-22)</b></li> <li>○ <b>8th 30% (Up 5% from 21-22)</b></li> </ul> </li> <li>● Spring 2023 ELA: NWEA             <ul style="list-style-type: none"> <li>○ <b>5th 22%, (Down 6% from 21-22)</b></li> <li>○ <b>6th 33% (Up 4% from 21-22)</b></li> <li>○ <b>7th 27% (Down 10% from 21-22)</b></li> <li>○ <b>8th 38% (Down 1% from 21-22)</b></li> </ul> </li> </ul> <p>Specifically focusing in on our ELL &amp; Hispanic population our</p> <ul style="list-style-type: none"> <li>● Spring 2023 Math: NWEA ELL &amp; Hispanics             <ul style="list-style-type: none"> <li>○ <b>5th 17% (Down 1% from 21-22)</b></li> <li>○ <b>6th 6% (Down 15% from 21-22)</b></li> <li>○ <b>7th 12% (Down 18% from 21-22)</b></li> <li>○ <b>8th 8% (Down 25% from 21-22)</b></li> </ul> </li> <li>● Spring ELA: NWEA ELL &amp; Hispanics             <ul style="list-style-type: none"> <li>○ <b>5th 11%, (Down 10% from 21-22)</b></li> <li>○ <b>6th 12% (Up 2% from 21-22)</b></li> <li>○ <b>7th 6% (Down 6% from 21-22)</b></li> <li>○ <b>8th 20% (Up 6% from 21-22)</b></li> </ul> </li> </ul> <p>Based upon student interviews and teacher comments students shared they preferred small group work/discussions and engaging and interactive activities/learning.</p> <p>We envision teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p>

## Commitment 2

	<p>This commitment is influenced by the “How Learning Happens” document, specifically the idea that learning is multidimensional and relational. When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom. Also, relationships play a central role in a child’s development; having a web of sustained and supportive human connections is crucial to every young person’s well-being, learning, and sense of belonging.</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>

Commitment 2

<p><b>End-Of-The-Year Goals</b></p>	<p>NWEA/HMH Growth Data</p>	<p>Increase Grade level Growth by <b>10%</b></p> <ul style="list-style-type: none"> <li>● ELA             <ul style="list-style-type: none"> <li>○ 5th 44% to 48%</li> <li>○ 6th 58% to 66%</li> <li>○ 7th 32% to 57%</li> <li>○ 8th 63% to 69%</li> </ul> </li> <li>● Math             <ul style="list-style-type: none"> <li>○ 5th 49% to 54%</li> <li>○ 6th 66% to 72%</li> <li>○ 7th 50% to 55%</li> <li>○ 8th 47% to 52%</li> </ul> </li> <li>● Building wide             <ul style="list-style-type: none"> <li>○ ELA 50% to 55%</li> <li>○ Math 53% to 58%</li> </ul> </li> </ul> <p>Increase of students in the Benchmark and Above Benchmark by <b>15%</b></p> <ul style="list-style-type: none"> <li>● ELA             <ul style="list-style-type: none"> <li>○ 5th 22% to 25%</li> <li>○ 6th 33% to 38%</li> <li>○ 7th 27% to 31%</li> <li>○ 8th 38% to 44%</li> </ul> </li> <li>● Math             <ul style="list-style-type: none"> <li>○ 5th 13% to 15%</li> <li>○ 6th 26% to 30%</li> <li>○ 7th 21% to 24%</li> <li>○ 8th 30% to 35%</li> </ul> </li> <li>● Building wide             <ul style="list-style-type: none"> <li>○ ELA 30% to 35%</li> <li>○ Math 23% to 26%</li> <li>○ ELA(ELL/H) 12% to 14%</li> <li>○ Math(ELL/H) 10% to 12%</li> </ul> </li> </ul>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
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Commitment 2

<b>Student Survey</b>	I am aware of specific skills I need to improve upon in ELA.	80%	
	I am aware of specific skills I need to improve upon in Math.	80%	
	I was able to meet my NWEA goals in Math.	75%	
	I was able to meet my NWEA goals in ELA	75%	
	The small group/interventions helped me work towards my goals.	85%	
<b>Staff Survey</b>	I can create assessments using Edocrina.	85%	
	I can analyze my data from Edocrina or other assessment platforms to form targeted interventions.	85%	
	My interventions were effective based on post assessment data.	90%	
	The time invested in student conferences helped to engage my students in their learning based on Student Survey.	80%	
<b>Family Survey</b>	I was able to see what areas of improvement my child needs in the areas of Math and ELA	75%	
	I was able to see my child's progress in the areas of Math and ELA	75%	

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 (complete when reviewing mid-year data)

Commitment 2

<b>Mid-Year Benchmark(s)</b>	Fall NWEA/HMH Growth Data	Grade level & Building wide Student Growth increase of 10%  Grade level & Building wide Students at Benchmark and Above Benchmark increase of 15%	
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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:

<b>Early Progress Milestones</b>	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</b>	<b>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</b>
<b>Student Data</b>	Fall NWEA/HMH Growth Data	Fall student scores maintaining or improving upon previous years achievement	
<b>Adult/Schoolwide Behaviors and Practices</b>	NWEA /Growth grade-level data meetings	Staff working together to review data and set goals for the Winter test	
<b>Student Behaviors and Practices</b>	attendance rates and Grades	<ul style="list-style-type: none"> <li>• All students will have 90% or above attendance rates</li> <li>• 80% of students will have grades in Core classes 65% or above around Progress reporting time</li> </ul>	

## Key Strategies and Resources

<b>STRATEGY</b>	<b>METHODS</b>	<b>RESOURCES</b>
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

Commitment 2

		necessary to support these strategies?
<b>Implementing new ELA curriculum (HMH)</b>	<ul style="list-style-type: none"> <li>We are extending our ELA Core time to 90 minutes in fifth and sixth grade. For 30 minutes of this time, a reading teacher will be in the classroom to help during the “Reading” portion of the curriculum.</li> <li>Professional Development/ support from HMH during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule</li> <li>Personnel</li> <li>HMH on site visits</li> <li>Schedule-common planning</li> </ul>
<b>Implementation of reading assessments</b>	<ul style="list-style-type: none"> <li>Acadience Reading</li> <li>HMH Growth</li> <li>LETRS Screener</li> </ul>	<ul style="list-style-type: none"> <li>Materials</li> <li>iPads</li> <li>Assessment Schedule</li> </ul>
<b>Targeted intervention time</b>	<p>Time built into master schedule</p> <ul style="list-style-type: none"> <li>Small group math (or ELA) 30 minutes every day grades 5 &amp; 6</li> <li>ELA and math instructors will have small targeted groups in need of intervention 45 min every other day grades 7 &amp; 8</li> <li>Math RTI targeted groups 45 minutes every other day grades 5-8</li> <li>Targeted Reading Intervention (below 20% on HMH Growth 45 min every other day grades 5-8</li> <li>ELL Intervention 45 min EOD and/or 30 min every day grades 5-8</li> </ul>	<ul style="list-style-type: none"> <li>Additional personnel</li> <li>Clarification regarding use of Acadience data to guide reading intervention needs</li> <li>LETRS screener</li> <li>NWEA math data</li> </ul>
<b>ELA/Math Extension Teacher for 7th grade.</b>	<p>An ELA instructor, math instructor, and a para will provide small group targeted instruction.</p> <ul style="list-style-type: none"> <li>Group ELL students together for ELA EXT &amp; Math EXT to provide additional needed supports</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>classes built into 7th grade schedule</li> </ul>
<b>Continue to create and implement quality common formative assessments</b>	<p>Common grade level PLC time:</p> <ul style="list-style-type: none"> <li>30 to 45 minutes available daily</li> <li>Inservice days designated as needed</li> <li>Faculty meeting time designated as needed</li> </ul>	<ul style="list-style-type: none"> <li>PD EDoctrina creation of CFA’s as needed</li> <li>eDoctrina</li> <li>Schedule</li> <li>HMH</li> <li>Keep District Administrators informed of PD needs</li> </ul>

Commitment 2

<p><b>Analysis of student data on multiple assessments CFA's &amp; CSA's</b></p>	<p>Common grade level PLC time:</p> <ul style="list-style-type: none"> <li>● 30 to 45 minutes available daily</li> <li>● Inservice days designated as needed</li> <li>● Faculty meeting time designated as needed</li> </ul>	<ul style="list-style-type: none"> <li>● PD EDoctrina analysis of data</li> <li>● eDoctrina</li> <li>● Schedule</li> </ul>
<p><b>Differentiated Instruction</b></p>	<p>Regrouping students based on needs according to CFA data</p> <ul style="list-style-type: none"> <li>● Small Group Intervention for Math/stations within Core</li> <li>● small groups based on language acquisition, IEP requirements, etc.</li> <li>● Small Group Intervention for ELA/stations within Core</li> <li>● Spiral math review</li> <li>● LETRS</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Waggle</li> <li>● Read 180</li> </ul>
<p><b>Working Lunches/Alternate or Targeted Lunch groups</b></p>	<ul style="list-style-type: none"> <li>● Working Lunch Groups for students to complete predetermined work - continue in 7/8 and begin in 5/6</li> <li>● Social Support/Reteach Expectations Groups</li> <li>● Preferred Quiet or Activity Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Staff &amp; money</li> </ul>
<p><b>Thumbs Meetings for Attendance, Behavior, and Core Academics</b></p>	<p>Established Interventions for Attendance, Behavior (social difficulty), and Core Academics</p> <ul style="list-style-type: none"> <li>● Working/Reteach skills lunches</li> <li>● Social Support/Reteach Expectations Groups (Attendance/Behavior)</li> <li>● - CICO?</li> <li>● Every kid has an adult</li> <li>● CST Referral</li> </ul>	<ul style="list-style-type: none"> <li>● Materials for re-teaching</li> <li>● Scheduled time</li> <li>● Staff</li> </ul>
<p><b>Utilizing NWEA/HMH Growth Data</b></p>	<ul style="list-style-type: none"> <li>● Introduce Growth Incentive in September prior to Fall NWEA/HMH assessments grades 5-8</li> <li>● After the Fall NWEA/HMH, students with growth or above grade-level achievement on their NWEA/HMH will be rewarded building wide grades 5/6 &amp; 7/8</li> <li>● Review and analyze student achievement data following administration of Winter and Spring Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● PD for NWEA Reports</li> <li>● Printed copies of the goal setting report from Spring 2023</li> <li>● Time in schedule</li> <li>● Incentive/Reward planning and Funding?</li> </ul>



Commitment 2

<b>PD around cultural responsiveness, translanguaging, Hispanic and Swahili culture, best practices for working with refugees/ SLIFE students</b>	<ul style="list-style-type: none"><li>● Kagan/Engagement strategies for all and also with a focus on ELL</li><li>● Math strategies for all students</li><li>● Communities of Practice, with a focus on ENL co-teaching</li><li>● Working with RBERN on strategies for ELLs (Building wide)</li><li>● Guided Math/Math Differentiation</li></ul>	<ul style="list-style-type: none"><li>● Time in Faculty meetings 1 per month</li><li>● Support from district coordinators</li></ul>
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## 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:

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

## 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:

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

### 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.

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

## 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
Melissa Emerson	Principal
Andrea Marsh	Assistant Principal
Theresa Olson	Counselor
Krista Johnson	Paraprofessional
Kimberly Rizzo	Paraprofessional
Ashley Dykstra	Social Worker
Debbie Oakes	Teacher
Courtney Housler	Teacher
Sara Joly	Teacher
Lisa Peterson	Teacher
Catherine Pitts	Teacher
Desiree DeMarte	Teacher
Lauren Meger	Teacher

## 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	<b>Envision:</b> Exploring the Vision, Values and Aspirations for the school	<b>Analyze:</b> Internal and External Data	<b>Analyze:</b> Survey Data	<b>Analyze:</b> Completing and Discussing the Tenet 1 Inventory	<b>Listen:</b> Interviewing Students	<b>Putting it all Together:</b> Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				x	x		
6/28/23							
7/3/23							

## 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.