

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Patchogue-Medford Schools	South Ocean Middle School	6-8



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Collaboratively Developed By:

The South Ocean Middle School SCEP Development Team
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And in partnership with the staff, students, and families of South Ocean 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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>We commit to providing opportunities for every student to build social and emotional skills within a school environment that is culturally responsive and supportive.</p> <p>We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>During our process of envisioning, listening and analyzing, we recognize that sharing effective strategies and data analysis through the PLC model, which supports teacher and staff learning, will allow all students access to a rigorous, standards- based curriculum and provide the social-emotional supports to acquire a sense of belonging to the school community.</p>

Clearinghouse-Identified

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

Evidence-Based Intervention 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)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to providing opportunities for every student to build social and emotional skills within a school environment that is culturally responsive and supportive.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The social -emotional health of our youth and a supportive school environment that is culturally responsive continue to be high priorities at South Ocean Middle School. We implemented strategies to address this commitment during the 2023-24 school year and observed evidence of success. There is more we can do to extend and expand this priority as outlined in this plan.</p> <p>During focus groups, students expressed ways the school community can celebrate and appreciate different cultures. We have adopted their suggestions within our key strategies. On our spring survey, 67.9% of students agree that they feel welcome and part of the school and 67.5% of students agree that we have a positive classroom environment that supports learning. Our parent survey indicates that 56% of parents who participated in the survey feel connected to our school. We believe the strategies listed in this plan will promote positive relationships and opportunities for students and parents to engage with the school community.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Ensure all students are connected and safe in a culturally responsive school environment. Strategies: restorative circles, Positive Behavior Reward system, Peer Mediation</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>We have introduced Restorative Circles to foster healthy discourse and respect between students and will expand opportunities for students to participate and we will support staff with materials to promote discussion. A positive reward system will be refined building wide to</p>

Commitment 1

		encourage self-regulation skills and learning preparedness behaviors and an expansion of the peer mediation program will be implemented along with opportunities for staff to check in with students frequently.
Ensure all students and parents are provided opportunities for their voice to be heard. Strategies: Outreach to build relationships with all families, special attention to families of identified sub-group students.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	We will conduct outreach to families who have not connected with us through the District communication platforms, to build relationships, invite participation at events and help them with technology platforms. Special attention to the families of our subgroups will be provided, so they can support their children’s educational process.
Provide and promote opportunities for students and parents to be engaged in school activities. Strategy: Expanding student voice and strengthening engagement of students and families	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Creating opportunities for student voice through technology and broadcast capabilities, new clubs and events with a multicultural focus, along with special events for families will strengthen engagement.

Implementation

KEY STRATEGY 1	Ensure all students are connected and safe in a culturally responsive school environment.
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Restorative Circles training for remaining departments including the Social Studies, World Languages, Reading teachers, and any new teachers to the building the week of October 7.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Monitoring data related to student behavior by the building improvement committee and establishing criteria for a positive rewards system.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Building improvements to security camera monitoring station, lockdown strobe lights, and classroom lock down doors.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Identify ELL and SWD students who are at-risk and implement a peer leadership instructional series with the group. Teachers will identify students who are missing assignments and are unprepared for class after the first month of school to be included in the instructional grouping.</p> <ol style="list-style-type: none"> Students coming to Academic Support will be given a survey when they arrive to elaborate on why they are here and why they missed the assignment Use data from Academic Support to see “repeat students” - teacher will then use the checklist to see if student would benefit from the peer leadership instructional series. Students who are recommended for peer leadership series will receive mini lessons based on their targeted need in Academic Support. These lessons will be taught in the form of stations that are created by the SCEP lead teacher. <p>Topics covered:</p> <ul style="list-style-type: none"> - Planning for long-term assignments - Organization/executive functioning - Preparing assignments to be turned in - Checking Schoology/Portal - Time management 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

<p>- Study skills/taking notes</p> <p>The instruction will be given by the SCEP lead teacher monthly per topic.</p>	
<p>Promote our existing peer mediation program and bullying reporting form through PSA videos, flyers, and other avenues on a regular basis(monthly) to promote student body awareness of the options for solving peer conflict and reporting bullying.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Create a Microsoft Form to be used for check-in survey. The SCEP lead teacher will be responsible for creating the survey and analyzing the data and vetting the questions through administration. Provide Check In Survey monthly or quarterly.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Professional Book to support Restorative Circles, Contract with Restorative Circles trainer, substitute teachers for restorative circles training. Administrator for gathering data and coordinating all training and committee work. Lead teacher for SCEP to create and administer check-in surveys. Supply funding to purchase rewards for the students. Desk and supplies for security camera monitoring station.

KEY STRATEGY 2

Ensure all students and parents are provided opportunities for their voice to be heard.

IMPLEMENTATION

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

<p>Identify ELL and SWD parents/guardians who are not connecting through the school communication platforms and reach out to them to assist them on how to utilize the platforms and understand the best ways to communicate with school staff. Teachers will be asked once a month by administrators to identify any parents/guardians that are not communicating. Administrators and guidance counselors will assist parents with utilizing the applications and encourage communication.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Invite parents and students to participate in a forum to express their thoughts and concerns with administrators on a quarterly basis.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Administrators will develop and conduct brief quarterly check-in surveys and/or exit surveys after events.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Guidance counselors and administrators to gather information from teachers and reach out to parents. Administrators develop check-in surveys and parent forum times. Funding for forum refreshments.

KEY STRATEGY 3

Provide and promote opportunities for students and parents to be engaged in school activities.

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Commitment 1

<p>Family Nights and Tournaments for teams of students will be established and promoted by the Lead Teacher for SCEP.</p> <p>Quarterly events will include:</p> <ul style="list-style-type: none"> - Sport Tournaments <ul style="list-style-type: none"> o Fall = Soccer o Winter = Volleyball o Spring = Kickball - Battle of the Classes (students vote on which events we will have) <p>Family Nights</p> <ul style="list-style-type: none"> - Multicultural Night / Talent Show - Game Night - Movie Night 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create a multicultural club that will celebrate the cultural background of students within the building.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Design a student led Club Fair during lunch periods. Administrators will communicate the expectation to club advisors. Purpose: Student club members will promote the club during the fair to increase membership and personal connections between students.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Conduct spirit weeks and lunch period cultural events</p> <p>GO Club / Multicultural Club will be responsible to roll out the following:</p> <ul style="list-style-type: none"> - Holiday - 1 time/month - Hispanic Heritage - Mental Health Awareness - Playing music in the morning 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create a Design and Marketing Club with a diverse student body to promote events and signage. Also, the club will highlight and recognize student/staff cultural backgrounds by interviewing students and staff and posting information on the hallway TVs.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Stipends for leaders of clubs, materials to support events	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)

Commitment 1

Ensure all students are connected and safe in a culturally responsive school environment.	<ul style="list-style-type: none"> - Check-in surveys - Teacher referral based on data - Student behavior data - Bullying Report Form 	<ul style="list-style-type: none"> - Student completion of the survey - Compare the Academic Support data from 2023 to see a continuation of a downward trend in the number of students in Academic Support 	
Ensure all students and parents are provided opportunities for their voice to be heard.	<ul style="list-style-type: none"> - Form for parents to ensure connection to Portal - Send public messages on Parent Square to encourage parents to communicate with teacher if they have questions/concerns - Attendance at the Forum 	<ul style="list-style-type: none"> - Increase parent engagement <ul style="list-style-type: none"> o Track parent responsiveness to PS messages – who is not logging on? Answering messages? - Decrease number of parents who are not connected. 	
Provide and promote opportunities for students and parents to be engaged in school activities.	<ul style="list-style-type: none"> - Parent Square messages - Posters around school - Participation Sign-ins for clubs and events 	<ul style="list-style-type: none"> - Track number of parents attending events - Exit Survey at school events - Record of which students purchase tickets to events - Excel spreadsheet – keep track of the events and clubs students are involved in 	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	<ul style="list-style-type: none"> - SEL Screener (compare to 2023) 	<ul style="list-style-type: none"> - Decrease in students identified as at-risk 	
End-of-the Year Targets	<ul style="list-style-type: none"> - Staff/student/family survey 	<ul style="list-style-type: none"> - Positive trends towards growth and connectedness 	

Commitment 1

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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	I feel welcomed and part of my school	67.95%	90%	
Staff Survey	Students feel secure in taking risks and asking questions in class. T52	74.2%	90%	
Family Survey	As a parent/family member, I feel connected to our school	56%	80%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe all students must have access to a rigorous, standards-based curriculum. The team recognizes the need to differentiate instruction and student survey data indicates students would like greater challenge. Student survey results show 38.4% of students agree that school curriculum (work) is challenging. During focus group discussions, students expressed a desire for collaborative and hands-on learning, and opportunities for choice of learning activities.</p> <p>During the 2023-24 school year, professional learning was provided to teachers in the ELA and mathematics departments with a focus on student engagement strategies, and higher order thinking practices. Teachers reported evidence of student success as a result of these strategies, leading the District to expand professional learning to staff in social studies, and science departments in 2024-25.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Provide Differentiated Instruction.</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>NYS Assessment data and local academic data, including iReady, indicate performance gaps between our identified subgroups and the general population of students. Learning activities that provide greater student choice in learning and assessing, professional learning for co-teaching pairs and professional learning community teams will be offered. Student survey data indicates that</p>

Our Team's Process

		38.4% of students believe their schoolwork is not challenging. Differentiated Instruction will address various styles of learning and levels of skill/knowledge.
Implement various student engagement strategies.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	We will expand the professional learning opportunities provided to teachers this year in ELA and mathematics to include teachers of social studies and science. Strategies will include those that foster student ownership, engagement and higher order thinking.
Provide opportunities for academic and content vocabulary development.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	In addition to the new ELA curriculum, professional learning communities will share practices to promote student use of content and academic vocabulary for all students, including our identified sub-groups. This will increase student reading comprehension and written communication in all content areas. Additionally, extended day hours will be provided for teachers to work with students after school.

Implementation

KEY STRATEGY 1		Provide Differentiated Instruction
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
During our SWD PLC week, rotating through the departments, teachers will be asked to collaborate and develop lesson plans that provide choice through learning activities, instructional strategies (learned through PLC), assessments, homework, etc. Lesson plans will be shared with administrators. Administrators will record evidence of the practices through lesson walkthroughs and provide feedback to teachers.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Self- assessment rubrics/reflection tools will be developed by the districtwide rubric committee and shared with teachers by instructional coaches and department chairs.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Training for co-teaching pairs (ENL and SWD) provided by Chair people/TOSA/Director/Teacher Pair. Lesson plans will be shared with administrators. Administrators will record evidence of the practices through lesson walkthroughs and provide feedback.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will be provided with a rolling promethean board by department to utilize for parallel instruction in the co-taught classroom.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Training schedule established for PLCs with Special Education and ENL. Districtwide rubric committee instructions for implementation of self-assessment tool. Co-teaching strategies, professional text. Promethean boards.		

Our Team's Process

KEY STRATEGY 2		Implement Engagement Strategies
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
All remaining instructional departments other than ELA and Math teachers will be trained by outside consultants in strategies for student engagement. Schedule will be established in the fall for ongoing training throughout the school year. Administrators will look for evidence of identified strategies during instructional walkthroughs and observations and provide feedback. Teachers will be provided extended day hours to work with students in small group.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The Director of Instructional Technology will establish a training schedule during PLC time for all teachers to be trained in various instructional technology applications to engage students. Administrators will look for evidence of instructional technology strategies during instructional walkthroughs and observations and provide feedback.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will attend professional conferences on instructional technology and engagement strategies.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Funding for consultants for professional learning in engagement strategies, training calendar from Director of Instructional Technology. Extended day hours for teachers to work with students. Funding for conference fees.		

KEY STRATEGY 3		Vocabulary Development
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
PLC collaboration on a shared document to highlight best practices and successful vocabulary strategies. Shared document to be established by the lead teacher for SCEP with input from academic directors. Vocabulary strategies will be discussed and unpacked during Faculty meetings with expected implementation by teachers in subsequent lessons. Follow-up discussions will occur during Faculty meetings, as well as pre and post observation conferences.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Anchor Charts/Word Walls/visuals examples shared through PLC by departmental directors along with expectations for usage. Lesson plans will be shared with administrators. Administrators will record evidence of the practices through lesson walkthroughs and provide feedback.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
All instructional departments at South Ocean MS will continue to utilize the building wide annotation features and RACE strategy. Evidence of the use of these strategies will be gathered during building walkthroughs.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Implementation of the new My Perspectives text and curriculum in ELA. Department Director of ELA will monitor curriculum development and implementation.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Shared document creation, building supplies for anchor charts/word walls and visuals. Hourly stipend for extended day teachers.		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Provide Differentiated Instruction.	Prof. Learning Schedule has been established Lesson plan collection.	Training schedule will incorporate all departments and teachers. Examples of differentiation (i.e. learning activities, instructional strategies, homework plans, etc.) in lesson plans and observed by administrators during walkthroughs.	
Implement various student engagement strategies.	Schedule for prof. learning and instructional technology. Prof learning has begun.	All teachers and departments are included in the established schedule. Engagement strategies are incorporated into lesson plans and observed by administrators during walkthroughs.	
Provide opportunities for academic and content vocabulary development.	Evidence of word walls, anchor charts, visual examples in classrooms. Shared documents created for best vocabulary practices in lessons. Continuation of annotation and RACE strategy in classroom.	Multiple examples showcased by department in shared document. During walkthroughs and observations, word walls and anchor charts will be visible to administration. Evidence of building-wide annotation and RACE strategy used through walkthroughs and observations. Evidence of student work posted in classrooms with rubrics attached.	

Our Team's Process

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	i-Ready Fall and Winter Diagnostic data. Quarter 1 and 2 grades - failure rates	Reach 50% of their annual typical growth. See reduction of failures from last year.	
End-of-the Year Targets	i-Ready Spring Diagnostic data. Quarter 3 and 4 grades - failure rates	Reach 90-100% of their annual typical growth. See reduction of failures from last year.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g. % agree or strongly agree)	Desired response (e.g. % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Our school curriculum (work) is challenging C23 – I am comfortable asking questions in class.	38.4% C23 – 56.1%	To reach 50% C23 – 65%	
Staff Survey	I receive helpful instructional feedback and guidance from our school leaders. (L12) Our students accept corrective feedback. (S67)	L12 – 64.5% S67 – 61.3%	Both to reach 75%	
Family Survey	My child(ren) is challenged by his/her/their teachers.	68%	75% or higher	

Our Team's Process

Background

NYSED requires that the S CEP 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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the S CEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/5	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16
Timothy Piciullo	Principal	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23, 7/24
Pilar Erdmann	Assistant Principal	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23, 7/24
Betsy Smith	PLC Consultant				7/22			7/22, 7/23, 7/24
Shannon Ott	Director of Special Education	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Michelle Marrone	Director of ENL and World Languages	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23

Our Team's Process

Kerin Moser	Director of Early Literacy and Reading	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Sarah Vigneux	Social Studies Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Jeanne Tully	Special Education Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Ryan Jones	English Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Jessica Cordova	Math Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Ronald Fehr	English Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Jeanette Glenn	Speech Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Erica Blaney	Social Studies Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/22, 7/23
Jessica Wroblewski	English Teacher	3/21	4/18	5/1	7/22	5/22	6/6	7/23
Sandy Gomez	Parent				7/22			7/22, 7/23

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

The SCEP team conducted focus groups with a wide range of students from those who struggle with learning to those who have found high levels of success. The groups included representatives from all sub-groups and cultural back grounds. Student responses were shared with the SCEP team members for discussion along with other student- centered data including attendance, discipline, academic progress and social-emotional health.

Our commitments and key strategies reflect the comments and responses to questions expressed by the students. Students are motivated by engagement strategies such as hands-on learning, labs, working with partners and groups and having a choice of materials or assignments. Students also expressed a desire to celebrate and show appreciation for the cultures represented by the student body and provided examples of ways to engage more students and families in the life of the school ensuring that all feel connected.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Within Commitment #2, providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students, we have identified a key strategy, Differentiated Instruction, to promote learning for students in our subgroups. Differentiated Instruction is a high impact strategy referenced by the SED provided resource High Impact Teaching Strategies (J. Hattie and Visible Learning). Other key strategies that will benefit our sub-groups and all students include higher order thinking/questioning, student ownership of learning and talk strategies which have been researched by Hattie, Sousa and Marzano. Our commitment to professional learning communities is another high impact strategy to strengthen the knowledge and practices of teachers and staff, which will in turn have an impact on student learning (DuFour & DuFour).

Commitment #1 focuses on building social-emotional skills within a culturally inclusive environment. Our key strategies focus on students feeling connected to this school, engaging parents who have not been communicating with the school, and providing opportunities for parents/guardians and students to express their opinions and participate fully in the life of the school. Actions will include outreach to parents, cultural clubs, invitations to participate in after school clubs and events, strengthening the peer mediation program and creating a peer learning group centered around technology, accessing the portals and caring for devices. We believe these actions and strategies are likely to result in improved sub-group performance because when families and students are connected and engaged in learning, they are more likely to show growth on performance indicators.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.