



# School Comprehensive Education Plan

## 2024-25

District	School Name	Grades Served
Holland Patent	Holland Patent Middle School	6-8

**Collaboratively Developed By:**  
The Holland Patent Middle School SCEP Development Team  
*And in partnership with the staff, students, and families of Holland Patent Middle School.*

## Evidence-Based Intervention

### X 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:

<b>Evidence-Based Intervention Identified</b>	<b>Instructional Coaching</b>
<p><b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b></p>	<p>Instructional coaching will specifically help commitments 1-3, with instructional coaching support for staff connected to all three academic content areas (ELA, Math and Science)</p>
<p><b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b></p>	<p>This evidence-based intervention connects to the team's learning in the envision/analyze/listen process as assessment scores shared during the internal data review highlight performance rates in both ELA and Math which resulted in two-years of achievement for students with disabilities that were in the bottom 10% of NYS. Moreover, the staff survey showed teachers believe that more than half of students are only somewhat or not at all on grade-level for ELA and Math. Utilization of instructional coaching to enhance current instructional practices and strategies will be beneficial to the commitments established.</p>

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to academic success and student participation on NYS ELA assessments, with a specific focus on students with disabilities.</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>We envision a school building with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in reading and writing. A focus on ELA is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, SWDs in the MS had a core performance score for ELA of 25.93 and a weighted achievement score of 19.44 in 22-23.</p>

### Key Strategies

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> 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>Instructional Coaching (Evidence-based Intervention)</p>	<p>NEW EXPAND X REFINE</p>	<p>Instructional coaching is a professional development approach that involves one-on-one or small group support for teachers. It is designed to help teachers improve their instructional practices and enhance student learning. There has been a lot of research conducted on the value that coaches can bring to student learning. Below are a few benefits of instructional coaching:</p> <ul style="list-style-type: none"> <li>• Individualized Support</li> <li>• Improved Instructional Practice</li> <li>• Increased Confidence</li> <li>• Professional Growth</li> </ul>

Commitment 1

		<ul style="list-style-type: none"> <li>● Improved Student Learning</li> </ul> <p>Instructional coaching will specifically focus on the student-led and gradual release instructional strategies. Instructional coaching practices in the school building will be refined with the objective of greater cohesion across content areas and grade levels.</p> <p>Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 2/3rds of staff who responded to this survey believe students are not on grade level for math and ELA.</li> <li>● Parent/Family Survey (Open-ended question): “Make everyday classes more engaging...I hear everyday how boring school is.”</li> <li>● Student Interviews: According to middle school students, friends help students feel welcomed at school, are the best part of school and make school better.</li> </ul>
<p>Professional Learning Communities (PLCs)</p>	<p>NEW EXPAND X REFINE</p>	<p>PLCs are learning teams organized by subject, grade level, and/or subject in which teachers meet weekly to:</p> <ul style="list-style-type: none"> <li>● Discuss issues around student learning: What do we want all students to know and be able to do?</li> <li>● Collect and analyze data: How will we know if they can do it?</li> <li>● Develop and try out instructional solutions: What strategies and practices are best suited to helping our students learn it?</li> <li>● Assess the impact of these solutions</li> </ul> <p>Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.</p>

Commitment 1

		<p>While the school building has common planning times and currently plans collaboratively, implementing PLCs will provide additional structure and a framework for collaborative conversations about what students know.</p> <p>Data to support this key strategy was gathered through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 95% of staff members feel supported by their co-workers.</li> <li>● Student Survey: About 1/3rd of students surveyed do not agree that the things they are learning in class are important to them.</li> <li>● Family/Parent Survey: Just over 75% of parents/families believe the school is meeting the academic needs of their child(ren).</li> </ul>
<p>Formative Assessment</p>	<p>NEW X EXPAND REFINE</p>	<p>Formative assessments can be short-cycle, which take place within and between lessons, or medium-cycle, which take place within and between instructional units. Example formative assessment tools include STAR Assessments and team-developed interim assessments. Research shows that classrooms that use both types of formative assessments have:</p> <ul style="list-style-type: none"> <li>● Higher student achievement</li> <li>● More engaged students</li> <li>● More satisfied teachers</li> </ul> <p>While formative assessment has been previously utilized in the school building, expansion of formative assessment programming in the middle school to include a greater team-developed interim assessments is critical to obtaining the data needed to support student learning, specifically the learning needs of SWDs.</p> <p>Data to support this key strategy was obtained through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Parent/Family Survey: 16.7% of parents who responded to the survey reported not feeling informed about their student’s progress.</li> <li>● Student Interviews: Many students spoke to missing school due to illness.</li> </ul>

Commitment 1

		<ul style="list-style-type: none"> <li>Student Survey: More than 75% of students shared that they agree or strongly agree that students are praised by teachers when they work hard.</li> </ul>
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## Implementation

<b>KEY STRATEGY</b> 1	Instructional Coaching
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Establish and implement Learning Labs for educators through the development of schedules and teacher teams		X by EPM <input type="checkbox"/> by MYB
Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the utilization of common planning templates and structured instructional coach supported work time to teachers (Plan-Observe-Debrief)		<input type="checkbox"/> by EPM X by MYB
Collect feedback and reflect on on success of key strategy		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support		

<b>KEY STRATEGY</b> 2	Professional Learning Communities (PLCs)
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Development of PLC meeting calendar for the 24-25 school year		X by EPM <input type="checkbox"/> by MYB
Scaffolded training for PLCs (Administration-Department Chairs-Teachers)		<input type="checkbox"/> by EPM X by MYB
Support and accountability for pilot implementation of PLCs with fidelity. Example actions include team meeting agenda collection, partnerships with instructional coaches, and faculty meeting share outs		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Collect feedback and reflect on success of key strategy		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development, sub pay, planning/training stipends, time for meetings, Regional Data Leader support, instructional coach(es)		

<b>KEY STRATEGY</b> 3	Formative Assessment
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Commitment 1

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations.		X by EPM <input type="checkbox"/> by MYB
Development of common assessments (Unit, Midterm and Final) in tools like Buzz for greater alignment between student assessments and the priority standards of the content area on NYS assessments.		<input type="checkbox"/> by EPM X by MYB
Collect feedback and reflect on success of key strategy		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development, sub pay, planning/training stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support, instructional coach(es)		

## 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> )
Instructional Coaching	Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules	
PLCs	Development of PLC meeting calendar for the 24-25 school year	Calendar of meeting dates	

Commitment 1

<b>Formative Assessment</b>	Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations.	Agenda/minutes from analysis of fall STAR assessment and draft plan for interactive data visualizations	
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**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)
<b>Mid-Year Benchmark(s)</b>	*STAR Data	More students are on target to be proficient on the NYS assessment in the Spring than one year ago.	
<b>End-of-the Year Targets</b>	*State Testing Data	More students are proficient on the NYS assessment than one year ago. More students are successful on standard-level data compared to one year ago.	

**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)

Commitment 1

<b>Student Survey</b>	The things that I am learning in school are important to me	64.2%	100%	
<b>Staff Survey</b>	Students are on grade level for ELA	30%	100%	
<b>Family Survey</b>	The school meets the academic needs of my student	77.1%	100%	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to academic success and student participation on NYS mathematics assessments, with a specific focus on students with disabilities.</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>We envision a school building with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in mathematical computation and problem solving. A focus on mathematics is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to sit through math class. In analyzing SIRS data, SWDs in the MS had a core performance score for math of 29.17 and a weighted achievement score of 19.44 in 22-23.</p>

### Key Strategies

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> 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>Instructional Coaching (Evidence-based Intervention)</p>	<p>NEW EXPAND X REFINE</p>	<p>Instructional coaching is a professional development approach that involves one-on-one or small group support for teachers. It is designed to help teachers improve their instructional practices and enhance student learning. There has been a lot of research conducted on the value that coaches can bring to student learning. Below are a few benefits of instructional coaching:</p> <ul style="list-style-type: none"> <li>• Individualized Support</li> <li>• Improved Instructional Practice</li> <li>• Increased Confidence</li> <li>• Professional Growth</li> <li>• Improved Student Learning</li> </ul>

Commitment 2

		<p>Instructional coaching will specifically focus on the student-led and gradual release instructional strategies. Instructional coaching practices in the school building will be refined with the objective of greater cohesion across content areas and grade levels.</p> <p>Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 2/3rds of staff who responded to this survey believe students are not on grade level for math and ELA.</li> <li>● Parent/Family Survey (Open-ended question): “Make everyday classes more engaging...I hear everyday how boring school is.”</li> <li>● Student Interviews: According to middle school students, friends help students feel welcomed at school, are the best part of school and make school better.</li> </ul>
<p>Professional Learning Communities (PLCs)</p>	<p>NEW EXPAND X REFINE</p>	<p>PLCs are learning teams organized by subject, grade level, and/or subject in which teachers meet weekly to:</p> <ul style="list-style-type: none"> <li>● Discuss issues around student learning: What do we want all students to know and be able to do?</li> <li>● Collect and analyze data: How will we know if they can do it?</li> <li>● Develop and try out instructional solutions: What strategies and practices are best suited to helping our students learn it?</li> <li>● Assess the impact of these solutions</li> </ul> <p>Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.</p> <p>While the school building has common planning times and currently plans collaboratively,</p>

Commitment 2

		<p>implementing PLCs will provide additional structure and a framework for collaborative conversations about what students know.</p> <p>Data to support this key strategy was gathered through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 95% of staff members feel supported by their co-workers.</li> <li>● Student Survey: About 1/3rd of students surveyed do not agree that the things they are learning in class are important to them.</li> <li>● Family/Parent Survey: Just over 75% of parents/families believe the school is meeting the academic needs of their child(ren).</li> </ul>
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Commitment 2

		students are praised by teachers when they work hard.
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## Implementation

<b>KEY STRATEGY</b> 1	Instructional Coaching
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<b>KEY STRATEGY</b> 2	Professional Learning Communities (PLCs)
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
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<b>KEY STRATEGY</b> 3	Formative Assessment
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Commitment 2

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
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Commitment 2

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Commitment 2

<b>Student Survey</b>	The things that I am learning in school are important to me	64.2%	100%	
<b>Staff Survey</b>	Students are on grade level for Math	32%	100%	
<b>Family Survey</b>	The school meets the academic needs of my student	77.1%	100%	

## COMMITMENT 3

(this section can be deleted if there is no third Commitment)

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to academic success and student participation on NYS science assessments, with a specific focus on students with disabilities.</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>We envision a school building with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in the scientific process. A focus on science, especially with the change in assessment, is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared indifference towards science. In analyzing SIRS data, SWDs in the MS had a core performance score for science of 50.00 and a weighted achievement score of 10.00 in 21-22.</p>

### Key Strategies

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> 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>
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Commitment 3

		<ul style="list-style-type: none"> <li>● Increased Confidence</li> <li>● Professional Growth</li> <li>● Improved Student Learning</li> </ul> <p>Instructional coaching will specifically focus on the student-led and gradual release instructional strategies. Instructional coaching practices in the school building will be refined with the objective of greater cohesion across content areas and grade levels.</p> <p>Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 2/3rds of staff who responded to this survey believe students are not on grade level for math and ELA.</li> <li>● Parent/Family Survey (Open-ended question): “Make everyday classes more engaging...I hear everyday how boring school is.”</li> <li>● Student Interviews: According to middle school students, friends help students feel welcomed at school, are the best part of school and make school better.</li> </ul>
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Commitment 3

		<p>promote continuous teacher learning through joint study of research literature.</p> <p>While the school building has common planning times and currently plans collaboratively, implementing PLCs will provide additional structure and a framework for collaborative conversations about what students know.</p> <p>Data to support this key strategy was gathered through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Staff Survey: Almost 95% of staff members feel supported by their co-workers.</li> <li>● Student Survey: About 1/3rd of students surveyed do not agree that the things they are learning in class are important to them.</li> <li>● Family/Parent Survey: Just over 75% of parents/families believe the school is meeting the academic needs of their child(ren).</li> </ul>
<p>Formative Assessment</p>	<p>NEW X EXPAND REFINE</p>	<p>Formative assessments can be short-cycle, which take place within and between lessons, or medium-cycle, which take place within and between instructional units. Example formative assessment tools include STAR Assessments and team-developed interim assessments. Research shows that classrooms that use both types of formative assessments have:</p> <ul style="list-style-type: none"> <li>● Higher student achievement</li> <li>● More engaged students</li> <li>● More satisfied teachers</li> </ul> <p>While formative assessment has been previously utilized in the school building, expansion of formative assessment programming in the middle school to include a greater team-developed interim assessments is critical to obtaining the data needed to support student learning, specifically the learning needs of SWDs.</p> <p>Data to support this key strategy was obtained through listening activities such as surveys and interviews. Examples are provided below:</p> <ul style="list-style-type: none"> <li>● Parent/Family Survey: 16.7% of parents who responded to the survey reported not feeling informed about their student’s progress.</li> </ul>

Commitment 3

		<ul style="list-style-type: none"> <li>● Student Interviews: Many students spoke to missing school due to illness.</li> <li>● Student Survey: More than 75% of students shared that they agree or strongly agree that students are praised by teachers when they work hard.</li> </ul>
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## Implementation

<b>KEY STRATEGY</b> 1	Instructional Coaching
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Establish and implement Learning Labs for educators through the development of schedules and teacher teams		X by EPM <input type="checkbox"/> by MYB
Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the utilization of common planning templates and structured instructional coach supported work time to teachers (Plan-Observe-Debrief)		<input type="checkbox"/> by EPM X by MYB
Collect feedback and reflect on on success of key strategy		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support		

<b>KEY STRATEGY</b> 2	Professional Learning Communities (PLCs)
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Development of PLC meeting calendar for the 24-25 school year		X by EPM <input type="checkbox"/> by MYB
Scaffolded training for PLCs (Administration-Department Chairs-Teachers)		<input type="checkbox"/> by EPM X by MYB
Support and accountability for pilot implementation of PLCs with fidelity. Example actions include team meeting agenda collection, partnerships with instructional coaches, and faculty meeting share outs		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Collect feedback and reflect on success of key strategy		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development, sub pay, planning/training stipends, time for meetings, Regional Data Leader support, instructional coach(es)		

<b>KEY STRATEGY</b> 3	Formative Assessment
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<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Development of common assessments (Unit, Midterm and Final) in tools like Buzz for greater alignment between student assessments and the priority standards of the content area on NYS assessments.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Collect feedback and reflect on success of key strategy	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Professional development, sub pay, planning/training stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support, instructional coach(es)	

### 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> )
Instructional Coaching	Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules	
PLCs	Development of PLC meeting calendar for the 24-25 school year	Calendar of meeting dates	

#### 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.

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	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)
<b>Mid-Year Benchmark(s)</b>	*Spiraled Questioning (Common Assessments)	More students are on target to be proficient on the instructional standards tested on the NYS assessment in the Spring than one year ago.	
<b>End-of-the Year Targets</b>	*State Testing Data	More students are proficient on the NYS assessment than one year ago. More students are successful on standard-level data compared to one year ago.	

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)
<b>Student Survey</b>	The things that I am learning in school are important to me	64.2%	100%	
<b>Staff Survey</b>	Students are on grade level for Science	N/A	100%	
<b>Family Survey</b>	The school meets the academic needs of my student	77.1%	100%	

## Our Team's Process

Name	Role	Orientation to School Teams (required for new TSI)	Environment: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Environment: Reflect, Synthesize and Plan	Plan Writing and Revision
Jim DeAngelo	PPS Director/CSE Chairperson	2/6, 3/5, 4/5	2/23, 3/28	4/5	4/5	4/5	5/10	5/10, 6/4, 6/14
Lisa Gentile	Middle School Principal	2/6, 3/5	3/25-29, 4/5	4/5	4/5	4/5	5/10	5/10, 6/4, 6/14
Scott Wanner	Teacher	4/5	4/5	4/5	4/5	4/5	5/10	5/10, 6/4
Joshua Blair	Teacher	4/5	3/25-29, 4/5	4/5	4/5	4/5	5/10	5/10, 6/4
Alecia Weir	Parent/School Secretary	4/5	4/5	4/5	4/5	4/5	5/10	5/10, 6/4
Rachel Lange	Parent	4/5	4/5	4/5	4/5	4/5	5/10	5/10, 6/4
Jessica Walker	Parent	4/5	4/5	4/5	4/5	4/5	5/10	5/10, 6/4
Amy Konz	Regional Data Leader (MORIC)	2/6, 3/5, 4/5	2/23, 4/5	4/5	4/5	4/5	5/10	5/10, 6/4, 6/14

## Learning As A Team

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

The student interview process was very informative in creating this plan. Students spoke to some of their favorite things about school being their friends and specific teachers they had developed a positive relationship with and look forward to seeing each day. Students also addressed what hinders their attendance at school, primarily responding about illness and health-related appointments. Students also talked about what they find boring about school which included classwork or a lack of engaging classwork. Finally students shared what would make school better for them and by in large students would like more time with their peers. Information from the student interviews was pivotal in the selection of an evidence-based intervention and commitments that could align to the insights students provided to the committee about their likes and challenges.

### 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.**

While SWDs in the MS is a small percentage of the overall population, it was important to the committee to develop a plan with commitments and an evidence-based intervention that would support students with disabilities, but also all students in the middle school as well. Educators participating in key strategies identified in this plan will obtain skills and strategies targeted at SWD learners, but these acquired skills can transition to the general education population too.