



# School Comprehensive Education Plan

## 2024-25

District	School Name	Grades Served
Poughkeepsie City School District	Poughkeepsie Middle School	6-8

### Collaboratively Developed By:

**The Poughkeepsie Middle School SCEP Development Team**  
**(SCEP Team Members: consider including a list of team members' names here)**

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

**Mrs. Schinella -Assistant Principal**  
**Mrs. Green- Assistant Principal**  
**Mr. White - Assistant Principal**  
**Mrs. Coxum - Assistant Principal**  
**Ms. Ashe- School Counselor**  
**Ms. Bass-Teacher**  
**Ms. Buccheri-Teacher**  
**Ms. Burke-Teacher**  
**Mr. Resler-Teacher**  
**Mrs. Maasho-Teacher**  
**Ms. Messick-Teacher**  
**Ms. Hunt - Parent**  
**Mr. Muse - Parent**

## 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:

<b>Evidence-Based Intervention Identified</b>	<p>PLC (professional Learning communities) that are called COP will be one of the evidence based interventions</p> <ol style="list-style-type: none"> <li>1. Discussion issue around student learning</li> <li>2. Collect and analyze data</li> <li>3. Develop and try out instructional solutions</li> <li>4. Assess the impact of the solutions</li> </ol> <p>DTSDE (Diagnostic Tool for School and District Effectiveness) resource will be used for classroom instruction.</p> <p>Tenet 4 - instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding</p>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	<p>Our commitment # 1 is to increase ELA and Math achievement in bridge the learning gaps using an iREADY in ELA in mathematics to enable students to progress continuously through excess grade level materials.</p>
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	<p>The team learns and explores the vision analysis and listening process that more professional learning committees are needed to help students achieve in ELA and Math.</p> <p>The DTSDE Will be used as a guideline for walk-throughs, observations and all classroom instruction</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:

<b>Evidence-Based Intervention 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention 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>	

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to supporting the teachers while implementing instructional practices with the iREADY curriculum with fidelity.</p>
<p><b>Why are we making this Commitment?</b>  <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>Based on our iREADY reading comprehension data, 56% of the sixth-grade students are two or more years below grade level. In addition, there are 62% of the students in the seventh grade that are two or more years below grade level and 64% of the eighth-grade students that are two or more years below grade level. We see the need for every classroom to use academic vocabulary. To implement reading strategies and writing practices to ensure students are in alignment across the content areas.</p> <p>In addition, based on our teacher surveys, staff suggested the desire to use best practice and research-based strategies.</p> <p>We are making this commitment to increase students' academic achievement, address any potential reading gaps, and provide students with reading and Mathematics interventions using iReady in ELA and Math. This will allow our students to make measurable ongoing growth and be able to access grade level curricula.</p> <p>According to the iReady Reading Diagnostic for grade 6 - 8, 66% of our students scored two or more grade levels below on the Beginning of the Year. In the iReady Reading Diagnostic, 60% of students are reading two or more grade levels below on the End of the Year Reading Diagnostic.</p> <p>According to the iReady Math Diagnostic for grade 6 - 8, 70% of students were two or more grade levels below grade level on the Beginning of the Year Math iReady Diagnostic, 61% of our students scored two or more grade levels below during the End of the Year iReady Math Diagnostic.</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.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	<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>
Infuse Literacy skills into all instructional and curriculum with structure and targeted professional development.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>We use PLC's to collaborate about instructional practices and curriculum. This year, the Comprehensive DTSDE School Framework for instruction will be used for instruction. The PLC's collaboration will be used to collaborate about instructional practices to refine how skills identified in iREADY and common assessment can support the skills in vocabulary.</p>
Administration will support teachers as they analyze and use data to strategically plan instruction.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>According to our data, there was an increase in our IReady Scores for the 8<sup>th</sup> grade. The 8<sup>th</sup> grade team used best practice strategies like check for understanding (turn and talk, think, pair, share, etc.). Each grade team will share their resources and methods with other grade level teams for implementation.</p> <p>Currently, iREADY is used to test skills in English and Math. There are three tests given for BOY, MOY and EOY. In the BOY assessment, it shows that over 70% of the students are two or more grade levels below in English and Math. We use iReady for reading in the ELA class. The iREADY scores show that 34% of the students overall are two grade levels in vocabulary and 31% of the students are at least one grade level below in vocabulary.</p>

## Commitment 1

Utilize after school extended learning time for Tier 3 students to get support in Ela and math.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> <b>EXPAND</b> <input type="checkbox"/> REFINE	Extended Learning Time will run three days per week from 3:00 to 4:30 that will support students who are designated as level 1 and 2 based on NYS test scores.
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### Implementation

<b>KEY STRATEGY 1</b>	Infuse Literacy skills into all instructional and curriculum with structure and targeted professional development.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<ul style="list-style-type: none"> <li>Educational Goals will be set at the start of the school year by the Principal and administrative team. The instructional goals will be communicated with staff through the faculty meeting and departmental meeting.</li> <li>There will be ongoing training at Superintendent Conference Day, professional development days, and COP meetings throughout the school year.</li> <li>There will be additional support given to small groups as identified in the monitoring system.</li> <li>The progress monitoring system will be through walk-throughs, observation and iReady BOY, MOY and EOY assessments.</li> <li>Administration will set expectations and plan the delivery of professional development for lesson components that include the following elements: Time Management, Student Engagement and Skillful Adoption.</li> </ul>		
<b>Time Management</b> <ul style="list-style-type: none"> <li>Lessons start promptly with a clear beginning, middle, and end.</li> <li>The teacher ensures that the lesson progresses at an appropriate pace.</li> <li>Classroom routines, transitions, and the distribution of materials are efficient so that it will not impede instructional time.</li> <li>The teacher gives adequate time for summary, reflection, and closure.</li> <li>Teachers pause to allow students to ask questions.</li> </ul>		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> <b>by MYB</b>
<b>Student Engagement</b> <ul style="list-style-type: none"> <li>Teachers make connections between what students already know and the material being taught.</li> <li>Teachers circulate throughout the room regularly to assist or extend the thinking of individual students.</li> <li>Students actively participate in the lesson through checks for understanding and accountable talk stems.</li> </ul>		



## Commitment 1

<b>Skillful Adoption</b> <ul style="list-style-type: none"> <li>Teachers are aware of the prerequisite skills and understand that it is needed to master new concepts. When students struggle, teachers identify appropriate scaffolds that will assist their students.</li> <li>During lessons, when misconceptions occur, teachers understand how students may have arrived at the misconception and use the misconception as a learning opportunity.</li> </ul>	
<ul style="list-style-type: none"> <li>Training for technology resources/equipment which may include: Promethean Boards, Lightspeed Monitoring, IC, iReady, Classlink</li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<b>RESOURCES</b> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? Funding for trainings; funding for supplies to produce CFA's McClass training, licenses and coaches	

	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>	I-Ready data student growth in reading and math skills	We hope to see a growth of 5 % - 10% increase in annual growth on the MOY compared to the BOY for iREADY.	
<b>End-of-the Year Targets</b>	In IREADY the students are working on reaching their targeted goals.	I hope to see a 10 % -15% increase on the EOY compared to the BOY for iREADY in annual growth.	

<b>KEY STRATEGY 2</b>	Structured and targeted professional development. Administration will support teachers as they analyze and use data to strategically plan instruction.
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<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
The PMS Administrators will create a monthly calendar and collaborate with		<input type="checkbox"/> by EPM

## Commitment 1

<p>Department Chairs to develop meeting agendas for SLC's. SLC meetings will have a sign in and agenda to set the purpose including but not limited to:</p> <ul style="list-style-type: none"> <li>● Craft &amp; Implement Literacy resources by Departments using monthly iReady Data Review</li> <li>● Training for technology resources/equipment which may include: Promethean Boards, Lightspeed Monitoring, IC, iReady, Classlink</li> <li>● Methods of identifying areas and topics will include student Mission Literacy samples and iReady Data.</li> <li>● This may include collaborative professional development workshops, coaching from the district administration, informal non-evaluative feedback, focused instructional walkthroughs, high-quality teacher feedback and frequent FILW's with feedback provided.</li> <li>● Methods of identifying areas and topics will include student Literacy samples and iReady BOY data analysis.</li> </ul>	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p style="text-align: center;"><b>RESOURCES</b></p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <ul style="list-style-type: none"> <li>● Funding for training; funding for supplies to produce CFA's.</li> <li>● Funding for outside facilitators and coaches to support improving teacher practice.</li> </ul>	

### 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? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
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### Commitment 1

	Use formative assessments, walkthrough data, iREADY assessments, lesson plans, etc.	We hope to see an increase of 5% - 10 % in ELA: vocabulary skill and reading comprehension. In math, we hope to see an increase of 5% - 10% in writing and academic vocabulary.	
Infuse Literacy skills into all instructional and curriculum with structure and targeted professional development.	iREADY, lesson plans, walk-throughs, observations and other assessments.	We would expect to see a 5% increase on iREADY MOY in vocabulary and more vocabulary seen in lesson plans and walk-throughs.	

### 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> )
<b>Mid-Year Benchmark(s)</b>	I-Ready data	There will be at least a 10% - 20% growth for students in the all classes for the iREADY MOY compared the beginning of the year 2024-25 (BOY)	
<b>End-of-the Year Targets</b>	I-Ready data	An additional 5% - 10% growth for students in all classes for the iREADY EOY compared to the 2023-24 school year (BOY).	

# 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 (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>	<p>1. My school creates an environment that motivates me to be successful.</p> <p>2. How often do I give up on learning activities that I find difficult</p>	<p>We have 77% of students agreed that they give up on learning activities that they find difficult.</p>	<p>We expect to see a 10% decrease in the percentage of students who agree with giving up on learning tasks through the use of Literacy strategies / reading routines. Our desired goal is to expose the students to uniform/consistent literacy and writing strategies</p>	
<b>Staff Survey</b>	<p>1. There is a set period in our schedule that provides me with the opportunity to collaborate with my peers.</p> <p>2. Teachers have the support needed to maintain high academic standards within the classroom.</p>	<p>Survey results: We have 67.4 % teachers that disagree that they have a set period in our schedule that provides me with the opportunity to collaborate with my peers.</p> <p>We have 65.2 % teachers that disagree that they have the support needed to maintain high academic</p>	<p>By providing teachers with the strategies/ anchor charts/ templates and Professional Development for literacy, we should see a better academic environment with an overall increase in agreement of 10%.</p>	

Commitment 1

		standards within the classroom.		
<b>Family Survey</b>	<p>1. Participating parents/guardians had decreases in favorable responses (strongly agree or agree) across all six tenets of the DTSE survey.</p> <p>2. Three of the five lowest-ranking indicators fell within the Parent and Community Engagement tenet.</p>	<p>1. The Parent and Community Engagement and School Leadership tenets had the lowest percentage of overall agreement at 52%, a decrease of 6 percentage points.</p> <p>2. 48% of participating parents/guardians disagreed or strongly disagreed that staff members are open about school issues and decisions that impact their family, 48% disagreed or strongly disagreed that they are satisfied with the communication they receive from their child's school, and 43% disagreed or strongly disagreed that they are encouraged to volunteer at their child's school.</p>	<p>We expect to see a 10% increase in the percentage of parents who agree or strongly agree that parent and community engagement with the school has improved.</p>	

## COMMITMENT 2

## Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	We are committed to improving the culture and climate of the school in order to promote an environment of academic success.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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 are looking to expand on our progress for improving the safety, responsibility and respect of others in our building as a part of our commitment for improving the culture and climate.</p> <p>The following data was collected from student interviews in which students wrote answers to six questions. In response to the question, "What is it like to be a student at PMS?" 76% responded negatively with responses like it's crazy, loud, and there is bullying. Secondly, 36% reported that they feel safe in the hallway and 77% in the classroom. Students primarily feel safe in classrooms but not in hallways and bathrooms.</p> <p>During interviews, students shared different experiences with teachers and staff in middle school. As such, the relationships we build with our students are essential to their learning abilities and ensuring a positive learning environment is key. In order to ensure these positive relationships, we must improve student attendance and provide students with the time needed to succeed through extended learning time and high levels of student engagement.</p> <p>Our student interviews revealed the following information: 15% of students said that teachers are what they enjoy best about school. Students expressed the desire to have increased support from their teachers as well as for them to be readily available to provide feedback on how to improve their work. Therefore, we will continue our PBIS / RTI strategies, increase our SEL services to help students feel safe and implement restorative practice to build student's relationships with staff.</p> <p>Based on the data collected from the teacher online survey: 33% agreed that PMS culture and climate is one that promotes academic success and 28% agreed that teachers have the support needed to maintain high academic standards within the classroom. However, according to the student online survey</p>

## Commitment 1

	<ul style="list-style-type: none"> <li>63 % agreed to the following statement: My school creates an environment that motivates me to be successful.</li> <li>The student's perspective that the school environment promotes academic success contrasts with what was reported by teachers. The specific factors of school culture that teachers are not supported in were not delineated in the survey.</li> </ul> <p>Nonetheless, improving support for teachers will also positively impact student academic success. Teachers must receive professional learning sessions that will support student engagement for all learners.</p>	
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## 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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	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>
We are looking to build and strengthen positive relationships throughout the school community.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Student suspension rate has increased this year from 29% to 39% indicating a culture that needs to address creating positive relationships.
We are looking to build and strengthen positive relationships throughout the school community to reduce bullying and increase feelings of safety by implementation of restorative practices.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	More effective utilization of human resources. Counselors, social workers and crisis counselors will be reorganized for higher levels of effectiveness.

## Implementation

## KEY STRATEGY 1

We are looking to build and strengthen positive relationships throughout the school community.

<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
<p><b>We will utilize PBIS and various school celebration events for positive behavior, grade level school assemblies, and MTSS support. In addition the administrative team will develop a rubric for behavioral concerns that clearly outlines behavior expectation. These expectations will be clearly communicated to students and all staff and promote positive restorative practices. The redevelopment of our disciplinary procedures is one way that we will build and strengthen positive relationships.</b></p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Remove external distractions from the school environment. Deploy the Yondr cell phone pouch system at the beginning of the school year.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Provide training on the element of restorative practices to include the social discipline-window, fair process and affective statements.            There are 5 Restorative Practices principles:</p> <ul style="list-style-type: none"> <li>● Relationship.</li> <li>● Respect.</li> <li>● Responsibility.</li> <li>● Repair.</li> <li>● Reintegration.</li> </ul> <p>As a result of training we expect that positive relationships will continue to be developed and strengthened throughout our school. We will revisit our current practices to see what is going well, what we need to adjust, and lastly how we will continue to support our practice. The schools suspension data will be closely monitored as it is a direct indicator of the school community's ability to create positive relationships among students, teachers, and all building staff</p> <p>Some questions and areas to be monitored are as follows:</p> <ul style="list-style-type: none"> <li>● How are issues being handled for students?</li> <li>● How will we communicate the system to staff?</li> <li>● What rubric will be utilized for student behavior and suspension?</li> <li>● How will students be removed from the classroom when conflict arises?</li> <li>● How will we share and communicate rubric with staff?</li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB



## Commitment 1

<ul style="list-style-type: none"> <li>• How are we setting expectations for teachers and administration to use the strategies in lesson plans and/or instructional expectations while establishing school and classroom routines.</li> <li>• What and how will we support staff who are struggling to meet the expectations?</li> <li>• How will the rubric be used to determine which key staff will work with the student?</li> <li>• Set up a monthly schedule for student acknowledgement/behavior excellence.</li> <li>• Students can be a part of planning and setting events.</li> <li>• Use and teach by modeling to students the use of positive affective statements.</li> </ul> <p>Our plan will include the following:</p> <ul style="list-style-type: none"> <li>• We will establish a restorative practices team that meets regularly</li> <li>• Implement a training schedule for training and implementation of the elements of restorative practices throughout the year.</li> <li>• Include in the training and implementation the different types of circles (academic, restorative, reentry)</li> <li>• The clearly defined plan will be communicated and delineated accordingly for accountability that will include restorative conversations, restorative approaches to discipline, etc.)</li> </ul>	
<b>PBIS committee in place, Class Dojo set up and training for teachers, student surveys to get student input to plan events.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<b>Monthly event for positive behavior and improvement in attendance and academic performance.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<div style="background-color: #4a7ebb; color: white; text-align: center; padding: 5px;"><b>RESOURCES</b></div> <div style="background-color: #d9e1f2; padding: 10px;"> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>Funds for Restorative practice coaching</p> <p>Funds for MTSS and additional training</p> <p>Funds for after-school and during school interventions</p> <p>Funding for professional development and coaching in needed areas.</p> </div>	

<b>KEY STRATEGY 2</b>	<b>Determining roles and responsibilities for support staff including administration and other SEL staff. This includes being able to identify the effective utilization of human resources.</b>
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<div style="background-color: #4a7ebb; color: white; text-align: center; padding: 5px;"><b>IMPLEMENTATION</b></div> <div style="background-color: #d9e1f2; padding: 10px;"> <p>What is our plan for implementing Key Strategy 2? What steps are involved?</p> </div>		When will this be in place?
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## Commitment 1

<ul style="list-style-type: none"> <li>● Revise the role for AP Culture and Climate</li> <li>● Refine roles of SEL staff, crisis counselors, security and school counselors to support student behavior and engagement.</li> <li>● Define and communicate roles to all staff and students</li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> <li>● Monthly faculty meetings will include grade level data so information is shared and discussed in the school community.</li> <li>● Revisit classroom wide, school wide behavior as needed</li> <li>● By the end of the 1st quarter we will have progress monitored the school community to measure how the expectations were adhered to and whether or not we have any evidence of documented improvements and decreases in behavioral incidents. (Early progress monitoring stage)</li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> <li>● Revisit designated staff members for school wide classroom behaviors as needed. Everyone will know the roles of key support staff by EPM.</li> <li>● We will look at more effective utilization of our staff to determine how staff will be used differently to support implementation. This will include reorganization, reallocation and communication.</li> <li>● This will be a school wide initiative both in the classroom, hallways, cafe and any outdoor activity.</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input checked="" 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?	
Funding for events such as athletic events, award ceremonies, parent engagement and student incentives. The admin team will develop a schedule of events monthly and incentives	
Funding for awards and events, assembly incentives for students, and positive reinforcement Funding for trips for groups/classes that have exhibited exemplary behavior and academic progress.	

### 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? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
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## Commitment 1

<b>Monitor and increase student attendance</b>	Daily attendance	Improvement in the percent of students in daily attendance by 5% increase when compared to the end of the first quarter for the 2023-2024 school year.	
<b>Acknowledgements and Celebrations</b>	Referrals submitted in Infinite Campus	A decrease of 10% in the number of disciplinary referrals.	

### 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>
<b>Mid-Year Benchmark(s)</b>	Daily attendance	Improvement in 5% percent of students in school attendance and a decrease in chronic absenteeism rate of 5%. The school will use Infinite Campus to monitor progress in attendance.	
<b>End-of-the Year Targets</b>	Reduction in referrals submitted in Infinite Campus.	A decrease of 5% in the amounts of referrals for student infractions as compared to 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 <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>

Commitment 1

<b>Student Survey</b>	<p>1. I feel safe in these places.</p> <p>2. My school creates an environment that motivates me to be successful.</p> <p><b>Please refer to the notes in the Survey Question(s) table from commitment 1.</b></p>	<p>1. somewhat agree</p> <p>2. somewhat agree</p>	<p>1. strongly agree</p> <p>2. strongly agree</p>	
<b>Staff Survey</b>	<p>1. PMS culture and climate is one that promotes an environment of academic success.</p>	<p>1. somewhat agree</p> <p>2. somewhat agree</p>	<p>1. strongly agree</p> <p>2. strongly agree</p>	
<b>Family Survey</b>	<p>1. How often do you have conversations with your child about what they are learning in school?</p> <p>2. Do you know who to contact at the school when you have an academic question or concern about your child?</p> <p>3. How often do you help your child engage in activities which are educational outside the home? For example, the zoo, library, museum, etc.</p> <p>4. How often do you sit with your child to help with school work?</p> <p>5. How often do you check on your child's social and emotional well-being regarding school?</p>	<p>1. weekly</p> <p>2. agree</p> <p>3. monthly</p> <p>4. weekly</p> <p>5. few times a month</p>	<p>1. daily</p> <p>2. agree</p> <p>3. 2x month</p> <p>4. daily</p> <p>5. daily</p>	

Commitment 1

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## Civic Empowerment Project (schools in CSI only)

### Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

### Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☒ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov))

## 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.

### 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 SCEP 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>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Robert Parkes	Principal I.A.	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Felicia Schinella	AP	1/9 1/23	2/6 2/20	3/14				
Danielle Green	AP	1/9 1/23	2/6 2/20	3/14				
Pierce White	AP	1/9 1/23	2/6 2/20	3/14				
Juliet Coxum	AP	1/9 1/23	2/6 2/20	3/14				

### Learning As A Team

Ms. Ashe	School Counselor	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Ms. Bass	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Ms. Buccheri	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Ms. Burke	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Mr. Ressler	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
>s. Maasho	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Ms. Messick	Teacher	1/9 1/23	2/6 2/20	3/14	4/4 4/18	5/2	5/16	5/30 6/6 6/13
Ms. Hunt	Parent	8/23/2024						
Mr. Muse	Parent	8/23/2024						

During the interview with the parent, a series of questions were asked regarding their awareness and experience with the school's use of iReady as a diagnostic tool, as well as their thoughts on the proposed measures in the School Comprehensive Education Plan (SCEP).

First, the parent was asked if they were aware that the school uses iReady as a diagnostic tool. The parent mentioned that while they were aware of iReady being used with their child, they were not fully informed about its importance. They shared that they had an issue with their son last year and only became aware of the significance of iReady when their child was moved from an honors ELA course to another course. They emphasized the need for increased communication from the school regarding the importance of iReady and suggested that more information was provided during the COVID period.

When asked whether their son's data from iReady was shared and explained to them, the parent reflected on the limited information they had received. They acknowledged that during the COVID-19 pandemic, there was more communication about iReady, but they were still unaware of its full significance until they faced an academic issue with their child. The parent stressed the importance of improving communication around iReady reports.

Regarding the proposed measures to improve school climate and culture, the parent expressed their support for monthly events focused on positive behavior, noting that these initiatives could serve as baby steps to encourage students, especially those with behavioral challenges, to strive toward positive outcomes. They also raised a concern about how the school would address the needs of students who may not speak up when they are being bullied. The parent suggested creating a real-time reporting mechanism, such as a QR code, to help these students feel safer and more comfortable seeking help.



## Learning As A Team

The parent also touched on the plan's ability to address the social-emotional needs of students, emphasizing the need to encourage students to accept help, particularly in a community where seeking assistance is sometimes frowned upon. They highlighted the importance of providing support in a way that is accessible and accepted by the students.

Lastly, the parent shared concerns about communication regarding school events, suggesting that notices need to be sent out well in advance, as email communication may not always be effective. They proposed utilizing a school social media platform, managed by both administrators and students, to enhance communication and engagement. They also recommended implementing a reward system with incentives for students and families, such as weekly awards, scholarships, and community-based activities, to drive engagement and further improve school culture and climate.

## 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**

Student interviews were conducted throughout the year including periodic surveys. Many students have stated that the learning environment is not always safe and that they are trying to do the work but there are too many distractions. These surveys were randomly distributed so grades 6 through 8 were participating. Students also had periodic lunch and learn with district and other school staff where various topics were discussed including school climate, college readiness, career choices and post-secondary institutions.

#### 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.**

After looking at the interview results, the restorative practices will help the students feel safe in school. Once students feel safe and that they have someone they can go to when they have a problem, there will be a decrease in the number of incidents that will directly impact the suspensions rate.

## 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.