



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

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

Collaboratively Developed By:

The Poughkeepsie Middle School SCEP Development Team

Mr. Parkes-Principal
Ms. Pushkantser- District Director of Secondary Education
Mrs. Walton-Assistant Principal
Mrs. Brennan- Assistant Principal
Mrs. Ramirez - Assistant Principal
Mrs. Coxum - Assistant Principal
Ms. Ashe- School Counselor
Ms. Bass-Teacher
Ms. Buccheri-Teacher
Ms. Burke-Teacher
Mr. Resler-Teacher
Ms. Messick-Teacher
Mr. Zachary Martin- Parent
Mr. Brian Muse-Parent

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

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Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are looking to improve reading comprehension and vocabulary acquisition as per our iReady Diagnostics Data, NY State 6- 8 Assessment Data, and classroom observations. Our skills acquisition will come from Mission Literacy and it will strengthen all academic areas.</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>We are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using iReady in ELA and Math so that our students can make measurable ongoing growth and be able to access grade level curricula.</p> <p>We believe that our students need to be able to access the curriculum and have access to individual interventions based on their specific needs. Through the use of Ready Curriculum and the iReady software for ELA and Math, students will be able to focus on their own targeted growth areas. Parents will be able to support their children's progress with access to iReady reports showing their student's growth. Diagnostic results will provide students with an individual pathway to meet their academic needs towards success.</p> <p>Teachers will provide instruction through the use of grade level texts including Ready Reading and Ready Math, McGraw Hill Social Studies Networks textbook and supplemental resources, and the use of McGraw Inspire Science as a pilot program. (waiting on curriculum committee decision)</p> <p>During student interviews, one of the trends identified was that students struggled with learning.</p> <p>According to the iReady Reading Diagnostic, 71% of our students scored two or more grade levels below on the Beginning of the Year iReady Reading Diagnostic. 58% 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, 75% of students were two or more grade levels below grade level on the Beginning of the Year Math iReady Diagnostic. 63% of our students scored two or more grade levels below during the End of the Year iReady Math Diagnostic.</p> <p>The team found that teachers called for more horizontal and vertical alignment of curriculum in all content areas. Our vision is to use Mission Literacy to provide students with the reading and writing skills needed across all content areas for children to be successful academically.</p>

Commitment 1

	<p>Parents have expressed the need for academic enrichment provided at home to help them support their child academically.</p> <ul style="list-style-type: none"> • Continuing professional development for teachers • Maintain the use of the Ready curriculum in ELA and Math • Collaboration with the district to provide PD and coaching for all staff • Funding for curriculum mapping and alignment - Science • Funding for curriculum mapping and alignment for Social Studies using the approved McGraw Hill Resources • Additionally, we will have Extended Learning Time to provide support and enrichment for all students. • Funding for adjusted Scope and Sequence for the ELA Curriculum to align with the NYS NEXT GEN STANDARDS • Funding for adjusted Scope and Sequence for the Math Curriculum to align with the NYS NEXT GEN STANDARDS • Funding for ENL Entering/Emerging aligned curriculum for classes other than SIFE students • DATA INQUIRY Professional Development for 20 teachers at 12 hrs <ul style="list-style-type: none"> - \$25k McGraw Hill Science kits are needed to fully implement the NYS Science Next Gen Learning Standards. The hands-on exploration of science is a necessary connection to STEM and a deeper understanding.
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Progress Targets

By the end of the year, we will look to see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 1

End-Of-The-Year Goals	<p>Compare BOY iReady data to the EOY iReady data and the ELA State Assessment.</p> <p>-Staff members will facilitate three rounds of Mission Literacy with students.</p>	<p>-There will be a 35% increase in growth in Reading Comprehension and Vocabulary for iReady ELA and 25% increase in Math.</p> <p>-All teachers will submit, for each round, a high, medium and low sample that we will analyze departmentally and administration will use this to ensure Mission Literacy is implemented with fidelity. The SCEP team will collect information regarding the number of students scoring high, medium and low to analyze areas of improvement.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>My teacher provides me with support when I don't understand the material in class.</p> <p>My classes give me the materials I need to be successful.</p> <p>My classes provide me with strategies/tools to meet my individual learning needs.</p>	65% for all	
Staff Survey	<p>I have the resources to link the strategies, content, and materials to address the individual needs of all of my students.</p> <p>I have been provided with opportunities to collaborate and learn from/with my colleagues to implement best practices pertaining to the Ready Curriculum.</p> <p>I feel confident implementing curricula that advances my students' academic success.</p>	65% for all	

Commitment 1

Family Survey	<p>I feel comfortable contacting the school when I have questions or concerns about my child's academics.</p> <p>The School has provided me with opportunities and/or workshops to support my child.</p> <p>I feel the school welcomes parents, asks for parent input and allows me to ask questions, share concerns, and obtain support for my child.</p>	65% for all	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
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Commitment 1

<p>Mid-Year Benchmark(s)</p>	<p>We will be reviewing our MOY iReady data for ELA and Math.</p> <p>-Staff members will facilitate three rounds of Mission Literacy with students.</p>	<p>-There will be a 25% increase of students from level 1 to level 2 in reading comprehension and vocabulary.</p> <p>-There will be a 35% increase of students from level 2 to level 3.</p> <p>-There will be a 25% increase of students from level 3 to level 4.</p> <p>-All teachers will submit, for each round, a high, medium and low sample that we will analyze departmentally and administration will use this to ensure Mission Literacy is implemented with fidelity. The SCEP team will collect information regarding the number of students scoring high, medium and low to analyze areas of improvement.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
<p>Student Data</p>	<p>iReady Math & Reading (ELA) Diagnostic, Formative and Summative Assessment Data in each individual classroom.</p>	<p>We hope to see trends that will allow teachers to plan for the individual needs for students and to identify learning gaps to plan for instruction in the classroom.</p>	

Commitment 1

Adult/Schoolwide Behaviors and Practices	Adults will use Mission Literacy practices in their daily lessons, common rubrics will be used across the school, and time will be scheduled in COP to analyze data	75% of teachers use Mission Literacy practices, common rubrics and common language.	
Student Behaviors and Practices	Engagement in the classroom, accountable talk, active reading strategies, group work behaviors	75% engagement in the classroom, based on observations during FILW's.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Commitment 1

<p>Infuse Mission Literacy Reading & Writing Skills into all 6-8 instruction/curriculum (special areas & PE included)</p>	<p>Mission Literacy Calendar will be created by collaborating with administration and department/content areas for specific Mission Literacy tasks to be completed in the classrooms.</p> <p>COP department time and department meetings will be utilized to construct/map out Mission Literacy resources by their content areas</p> <p>ELA and Math classes will continue to implement the Ready curriculum with fidelity.</p>	<p>iReady Data from the BOY, MOY, and EOY diagnostic will be used to determine if the strategy is making a difference.</p> <p>Data inquiry teams will be analyzing the data tri-annually and provide feedback to teams and teachers. COP time by department twice a week</p> <p>Monthly Department Meeting after school</p> <p>Training from Brockton Team on Mission Literacy</p>
<p>Data Cycles</p>	<p>The district will provide a testing calendar with specific windows for the iReady Diagnostic.</p> <p>Teachers will have set meeting times to review the iReady data in order to identify strengths and areas of need for students, determine student groupings for their classes, identify specific topics that require re-teaching, and determine specific strategies to address students' needs.</p> <p>The strategies determined by teachers will be monitored in house through formative assessments such as exit tickets. Students will continue to work on their iReady lessons and teachers will be able to assign specific lessons when needed and monitor their students' progress.</p> <p>iReady diagnostics will take place in the beginning, middle and end of the year to monitor overall growth of students in reading and math.</p>	<p>iReady and Ready curricular resources including Chromebooks and Ready Reading and Math workbooks</p> <p>Teachers will be provided with access and disaggregated data from iReady at COP and department meetings.</p>
<p>Community of Practice</p>	<p>Subject Area Administrators will collaborate with Department Chairs to develop meeting agendas for COPs.</p> <p>COP meetings will have a sign in and agenda to set the the purpose including:</p>	<p>Trainings for technology equipment and programs</p>

Commitment 1

	<p>-Craft & Implement Mission Literacy resources by Departments</p> <p>- monthly iReady Data Review</p> <p>- training for all technology resources/equipment such as: Promethean Boards, Lightspeed Monitoring, IC, iReady, Classlink</p> <p>Success and progress will be monitored through the review of the documents, iReady data for growth, and common strategies will be used across classrooms. Ready curriculum will be utilized and implemented with fidelity across ELA and Math classrooms, and teachers will use the data to help drive their instructional classroom tiered interventions.</p>	<p>All teachers need access to iReady Data</p>
<p>Structured and targeted professional development</p>	<p>Professional development for faculty and staff will be collaboratively developed by all stakeholders including teachers, support staff, and administration.</p> <p>Methods of identifying areas and topics will include student Mission Literacy samples and iReady Data.</p> <p>New York State Regulations regarding ELLs professional development requirements demand a minimum of 15% CTLE Hours.</p> <p>One platform, among others, that will be utilized to provide professional development will be OTIS.</p> <p>This may include collaborative professional development workshops, coaching from the district administration, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.</p> <p>After reviewing the results of each diagnostic and iReady activities to determine student progress, PD will be implemented to sustain and ensure ongoing growth.</p> <p>This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.</p>	<p>Scheduled time and professional development calendar in collaboration with the district and BOCES and OTIS.</p> <p>Science teachers to attend training at Dutchess BOCES to align curriculum to Next Gen Standards (\$4,080)</p> <p>Professional development for ELA teachers on Ready Curriculum (\$9,000)</p> <p>Professional development for AIS, ENL, and Intervention teachers on differentiation from</p>

Commitment 1

		curriculum associates (\$9,000)																																				
Support Instructional Staff by providing feedback and suggestions.	<p>Administration will support teachers with instructional strategies, review iReady usage reports, and provide feedback for implementation of content curriculum and programs. Administrators will share data with the staff during faculty meetings.</p> <p>Administrators will be able to provide useful feedback aligned to the Ready programs, iReady data, and state and district goals to ensure academic achievement and equity across all classrooms.</p>	Time- the principal and district administration will set clear time for this work to ensure it is uninterrupted.																																				
Science Kits	Science Kits from Ward's Education for Grade 8 Investigations	Funding: \$9,000																																				
Ramapo for Children: Educator Support and Capacity Building Plan	<table><tr><th></th><th>Activity</th><th>Timing</th><th>People Involved</th><th>Resources Needed</th><th>Connect to Goal</th></tr><tr><td>1</td><td>Foundational Tier 1 & Tier 2 Workshops (Building Authentic Relationships, Restoring Connections)</td><td>SY 23-24 Sept- Oct</td><td>Staff who work with 6th-8th graders</td><td>Funding, space, scheduled time during COPs for smaller team</td><td>Safety and belonging need to permeate all aspects of our schools in order to support all. We'll begin to clarify how the work of the PBIS team and school counselors' initiatives with DBT can be aligned in the classrooms, hallways and cafeteria to support this across the 6th - 8th grades.</td></tr><tr><td>2</td><td>Foundational Tier 2 Coaching</td><td>SY 23-24 Nov- Dec</td><td>Student Support Staff, School Leadership, Guidance Department, Crisis Interventionist</td><td>Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them</td><td>Clarify consistent, trauma-informed approaches to behavior/mistakes/harm for meaningful consequences. Additionally, these approaches need to be used between Leadership and Staff.</td></tr><tr><td>3</td><td>Foundational Tier 3 Coaching</td><td>SY 24-25</td><td>Student Support Staff, School Leadership, Guidance Department, Crisis Interventionist</td><td>Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them</td><td>When students or faculty return to our school community, it is necessary to welcome them back in with additional support. A trauma-informed approach recognizes that every person is needed inside the school community, and that only behaviors are unwanted (separates the behavior from the intrinsic worth of a person).</td></tr><tr><td>4</td><td>Foundational Classroom Coaching</td><td>SY 23-24</td><td>6th-8th Grade Educators, Aides, Teaching Assistants, Paraprofessionals</td><td>Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them</td><td>Coaching allows for individual educators to be supported and encouraged to deepen their use of PBIS principles and amplify student voices in their classrooms.</td></tr><tr><td>5</td><td>Student, Staff & Family Surveys & Interviews</td><td>Spring 2024</td><td>Trainers, Principal</td><td>Funding, time with Leadership to debrief</td><td>Consistently monitoring how our school climate is improving, compared to previous results.</td></tr></table>		Activity	Timing	People Involved	Resources Needed	Connect to Goal	1	Foundational Tier 1 & Tier 2 Workshops (Building Authentic Relationships, Restoring Connections)	SY 23-24 Sept- Oct	Staff who work with 6th-8th graders	Funding, space, scheduled time during COPs for smaller team	Safety and belonging need to permeate all aspects of our schools in order to support all. We'll begin to clarify how the work of the PBIS team and school counselors' initiatives with DBT can be aligned in the classrooms, hallways and cafeteria to support this across the 6th - 8th grades.	2	Foundational Tier 2 Coaching	SY 23-24 Nov- Dec	Student Support Staff, School Leadership, Guidance Department, Crisis Interventionist	Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them	Clarify consistent, trauma-informed approaches to behavior/mistakes/harm for meaningful consequences. Additionally, these approaches need to be used between Leadership and Staff.	3	Foundational Tier 3 Coaching	SY 24-25	Student Support Staff, School Leadership, Guidance Department, Crisis Interventionist	Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them	When students or faculty return to our school community, it is necessary to welcome them back in with additional support. A trauma-informed approach recognizes that every person is needed inside the school community, and that only behaviors are unwanted (separates the behavior from the intrinsic worth of a person).	4	Foundational Classroom Coaching	SY 23-24	6th-8th Grade Educators, Aides, Teaching Assistants, Paraprofessionals	Funding, space, scheduled time for these trainings during COP and the protocols necessary to begin them	Coaching allows for individual educators to be supported and encouraged to deepen their use of PBIS principles and amplify student voices in their classrooms.	5	Student, Staff & Family Surveys & Interviews	Spring 2024	Trainers, Principal	Funding, time with Leadership to debrief	Consistently monitoring how our school climate is improving, compared to previous results.	Funding for 2 visits at \$6,250 per visit (\$12,500)
	Activity	Timing	People Involved	Resources Needed	Connect to Goal																																	
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5	Student, Staff & Family Surveys & Interviews	Spring 2024	Trainers, Principal	Funding, time with Leadership to debrief	Consistently monitoring how our school climate is improving, compared to previous results.																																	
Extended Learning Time	<p>Extended Learning Time should be implemented in September and offer a variety of areas that the students are interested in. It will focus on all 4 content subjects, as well as electives such as Robotics, technology, Art, Music, etc. Besides academics each course will offer a social-emotional component. Success will be measured by reviewing each of the student's core content courses to see if their grades have increased as well as reviewing the student's I-Ready data from the 3 assessments. Also, students' attendance and behavior will be looked at each month to determine if their attendance to school has improved and behavioral issues subsided.</p>	<p>Funding October-April/May Teachers: \$62,424 Nurse: \$3,672 TA: \$6,801 Admin: \$6,885</p> <p>Supplies for ELT (\$3,232)</p> <p>Supplies for Robotics (\$9,696)</p>																																				
Building College and Career Readiness	In an effort to help students see their highest future potential, 8th grade students will participate in college visits to local college campuses (Vassar, Marist, SUNY, DCC, etc.).	Buses for college visits (\$7,500)																																				
Progress Monitoring of SCEP Initiatives	The SCEP Oversight Team will monitor progress made towards the stated commitments, share trends and progress with staff and stakeholders, and contribute to writing quarterly reports in order to ensure the implementation of goals and initiatives from the 2023-2024 SCEP.	Funding for SCEP Oversight team (\$9,520)																																				

Commitment 1

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to building positive relationships with our students by utilizing PBIS, school celebration events for positive behavior, and grade level school assemblies.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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 are aware that in order to provide students with strong academic learning experiences and be able to de-escalate situations and ensure a supportive learning environment we must maintain positive relationships with our students and increase student engagement.</p> <p>After reviewing “How Learning Happens” it is clear that learning is relational and contextual. During their interviews, students shared different experiences with teachers and adults in middle school. As such, the relationships we build with our students are essential to their cognitive 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.</p> <p>Our student interviews revealed the following information. Students expressed the desire to have increased support from their teachers as well as for them to be readily available to provide support and answer questions. Students also expressed the need for lessons to contain real world/personal connections. The data indicated that the students did not feel celebrated for positive behavior and achievement. They expressed their desire to bring back Student Success Celebrations.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 2

End-Of-The-Year Goals	Attendance Data Admin/Mrs. Molina/Family Partnership	<ul style="list-style-type: none"> 15% decrease in student chronic absenteeism (18 or more absences defines chronic absenteeism) 2022-2023 501/933=54% 	
	Student Surveys	<ul style="list-style-type: none"> 2023-2024 40% increase in student attendance by 5% for 2023-2024 <u>2022-2023</u> grade 6-85% grade 7-86% grade 8-84% 2 Student Celebrations/PBIS to focus on positive academics and behavior. Increase in feeling supported by staff/teachers. There will be a 5% increase in 2022-2023 and a 25% increase in 2023-2024. 	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I feel like my teacher knows the real me.	65%	
	My teachers make sure that I understand the material before they move on.		

Commitment 2

	<p>I feel safe taking academic risks in class.</p> <p>The school provides extended learning activities that I am interested in.</p> <p>My courses provide real world experiences/connections.</p> <p>During the school year, I have been invited to a celebration to be acknowledged.</p>		
Staff Survey	<p>The celebrations implemented provide students with opportunities to build their confidence and increase their self efficacy.</p> <p>The school provides me with the resources to implement hands-on learning experiences for my students.</p>	65%	
Family Survey	<p>I feel comfortable contacting the school when I have questions or concerns about my child's academics.</p> <p>The School has provided me with opportunities and/or workshops to support my child.</p> <p>I feel the school welcomes parents, asks for parent input and allows me to ask questions, share concerns, and obtain support for my child.</p>	65%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
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Commitment 2

Mid-Year Benchmark(s)	Attendance Data	<ul style="list-style-type: none"> 15% decrease in student chronic absenteeism (18 or more absences defines chronic absenteeism) 2022-2023 501/933=54% 	
	Student Surveys	<ul style="list-style-type: none"> 2023-2024 40% increase in student attendance by 5% for 2023-2024 <u>2022-2023</u> grade 6-85% grade 7-86% grade 8-84% 1 Student Celebrations/PBIS to focus on positive academics and behavior. Increase in feeling supported by staff/teachers. There will be a 5% increase in 2022-2023 and a 25% increase in 2023-2024. 	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
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Commitment 2

Student Data	Attendance Data	Compare Attendance Data from 9/22-2/23 to 9/23- 2/24 to see if there is a decrease in student absenteeism	
Adult/Schoolwide Behaviors and Practices	Parent Square	85% of teachers & staff will use	
Student Behaviors and Practices	PBIS Event Data Referral Data	Increase of 20% for PBIS events participation from 22-23 to 23-24	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monitor and increase student attendance	<ul style="list-style-type: none"> The Attendance Monitoring Team is composed of our SEL Counselor, Grade Level School Counselor(s), Crisis Counselor, Attendance Case Worker, Assistant Principal of Culture and Climate, and when needed the Social Worker. The primary attendance focus area are students who missed more than 10 days. Strategies included home phone calls; emails; home visits; parent meetings; and outside agency support referrals. In order to address the causes of this attendance concern we will establish norms for school and community at large to provide students with consistent rigorous instruction 	<p>The Attendance monitoring team will need to set times to meet during the 2023-24 school year. Administration will communicate the school/district wide expectations that the Attendance Monitoring Team will use to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. Perfect attendance celebrations quarterly with ice cream/cookie social.</p> <p>Salary for Social Worker for Social Engagement Support Work (\$25,000)</p>
Monitor and increase student participation	<ul style="list-style-type: none"> The school, in collaboration with our Student Support Personnel Team is composed of our SEL Counselor, Grade Level School Counselor(s), Crisis Counselor, Attendance Case Worker, 	

Commitment 2

	<p>Grade Level AP's, Assistant Principal of Culture and Climate, and when needed the Social Worker. The primary focus area is for students who have more than 3 behavioral referrals due to not abiding to the PCSD code of conduct. Strategies included home phone calls; emails; parent meetings; and outside agency support referrals.</p> <ul style="list-style-type: none"> The Student Support Personnel Team will need set time to meet during SY 2023-24 where administration will communicate the expectation. The SSP team will use the MTSS Tiered Framework to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy. 	
Acknowledgements and Celebrations	<p>PBIS, building administration, along with the Mid-Hudson Regional Partnership Center and the SSP as a collaborative partner, will discuss, plan, and implement assembly ideas to reward students who are working hard to succeed, and to encourage students who are struggling with the challenges of distance learning and other related issues.</p> <p>Building wide Collaborative Calendar of Celebrations and Events</p> <p>Field Trips to award character and attendance</p> <p>Random Act of Kindness, Dress for Success, Student of the week</p> <p>This is designed to increase student performance, by rewarding hard work. It is believed that every individual is capable of doing their personal best and that they are aware when they have done so.</p> <p>Rewards:</p> <ul style="list-style-type: none"> Tangible (Gift cards, Ice Cream, etc) 	<p>Supplies and materials for PBIS events quarterly (\$4,500)</p> <p>Tangible rewards for PBIS (\$450)</p> <p>Funding for entrance fees for field trips to Bounce (2 classes each quarter) (\$4,000)</p> <p>Funding for buses to Bounce (\$4,000)</p> <p>PBIS tracking tool for PBIS team (\$2,550)</p>

Commitment 2

	<ul style="list-style-type: none"> ● Intangible (Assemblies, Guest Speakers) ● Benefits: Students see others receiving rewards and want to be included <p>Presenting to Students: Introduce to students by grade level assembly at the beginning of the year. Generate excitement. Show examples of doing the “right thing”. Have students offer examples of rewards to generate more “buy-in”.</p>	
Parent Workshops & Engagement Events	We will host informational sessions for parents. These will include school expectations, procedures, Infinite Campus usage, academic requirements, contact people for various grade levels.	<p>Teachers to run 3 parent workshops and 4 parent engagement events (\$3,570)</p> <p>2 TAs to provide support with child care (\$300)</p> <p>Staff (monitors) to assist with childcare at events (\$640)</p> <p>Security for after school parent engagement/workshop events (\$1,680)</p>

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☒ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Communities of Practice (COPs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	This is in support of Commitment 1.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>COPs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning ● Collect and analyze data ● Develop and try out instructional solutions ● Assess the impact of these solutions <p>Research indicates that well-implemented COPs support improvements in practice along with student learning gains. The most successful COPs 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>

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Our Team's Process

Background

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

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

Team Members

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

Name	Role
Mr. Parkes	Principal
Ms. Pushkantser	District Director of Secondary Education
Mrs. Walton	Assistant Principal
Mrs. Brennan	Assistant Principal
Mrs. Ramirez	Assistant Principal
Mrs. Coxum	Assistant Principal
Ms. Ashe	School Counselor
Ms. Bass	School Counselor
Ms. Buccheri	Teacher
Ms. Burke	Teacher
Mr. Resler	Teacher
Mr. Zachary	Parent
Mr. Brian	Parent
Ms. Messick	Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
5/23/23	X						
5/24/23		X	X				
5/30/23			X	X			
5/31/23				X			
6/1/23					X		
6/6/23	X					X	X
6/13/23	X					X	X
6/15/23	X					X	X
6/20/23	X					X	X
6/21/23	X					X	X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

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

The student interview process served as a valuable opportunity for our team to gather firsthand insights and feedback from our students. We interviewed sixth grade students, seventh grade students, and eighth grade students. We also interviewed ENL students from 6th, 7th, and 8th grade. We asked all of the students the same questions and were able to see similarities and differences in their responses. Our student interviews revealed the following information:

- Students expressed the desire to have increased support from their teachers as well as for them to be readily available to provide support and answer questions.
- Students also expressed the need for lessons to contain real world/personal connections.
- The data indicated that the students did not feel celebrated for positive behavior and achievement.
- They expressed their desire to bring back Student Success Celebrations.
- The team utilized the insights gained from the student interviews by planning for next year.

Our key focus academically will be to implement Mission Literacy with fidelity to deliver literacy skills to the scholars. Gradual Release of Responsibility (GRR) will be the classroom teaching strategy utilized to develop mastery learning for the scholars. Communities of Practice (COP) will work on the development of Mission Literacy Skills, GRR, and data cycles for improvement. In addition, a PBIS calendar will be utilized to improve the school culture and climate in the building.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.