New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

Board Approved August 29, 2024

District	School Name	Grades Served
NECSD	South Middle School	6-8

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

Guidance for Teams

Template

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

Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
   - Activity 1: Envision: Exploring Your Vision, Values, and Aspirations *(optional for re-identified schools)*
   - Activity 2: Analyze: Internal and External Data
   - Activity 3: Analyze: Survey Data
   - Activity 4: Listen: Student Interviews
   - Activity 5: Envision: Reflect, Synthesize, and Plan

2. Re-identified Schools:
   - Participated in SCEP Pre-Team Meeting Planning Session 4 with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

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

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

Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching, PLC's & Restorative Justice
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 & 2 - IC and PLC Commitment 3 - RJ
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Instructional coaching will support teachers with academic interventions and implementation of our commitments 1 and 2. PLC's will allow time for teachers to receive PD and time to review and analyze data to support instructional decision making, supporting all three commitments and restorative justice supports our third commitment.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We recognize the importance of effective writing in achieving academic success, communicating ideas, and preparing for college and career readiness. We are committed to developing writing skills across all content areas. Through this commitment we aim to have our students become confident and effective writers who are able to communicate ideas, thoughts, and opinions clearly and effectively.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	● According to Student Interviews administered on 5/15 and 5/17, students note that they feel that teachers make writing punitive so students resist writing. ● NYSESLAT Data (2022-2023)- 68% of ELL students scored at a 1-5 (out of 10) on the Writing Subset of the NYSESLAT in the 2023 administration (150/220 students tested), 14% receiving a 0, 10% at a 6 (approaching Modality standard). In this portion of the assessment, students are asked to formulate opinions based on a combination of the given reading excerpt and personal experiences, in a 1 paragraph response (Day 1 and 2) and a 2-paragraph response (Day 3). ● Historical trend data analysis of the Math State Test Data over the past three years, shows that students have struggled with the constructive response questions. These questions require that students justify or explain their response using academic language, Some examples of language are "Show your work", "Be sure to include how you know", "Explain your answer." ● Historical trend data analysis of the ELA State data over the past three years, shows that students struggle with constructed responses, where they are expected to write about what they have read and thereby demonstrate their reading skills through writing. Students need to be able to evaluate a text to formulate their analysis of the text, make connections, and/or determine a theme/central idea of a text and how exactly it is developed throughout the text. They need to be able to analyze the impact of the author's background and word choice and be able to communicate their answer/thinking in a short or extended response. They also need to be able to compare and contrast two texts. Within this writing response, students need to be able to develop and clearly organize their answers to the question. Additionally, they need to be able to find and use strong evidence that supports their claim and explain how it supports their claim is essential.

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?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *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.*
Teaching the writing process across all grade levels	☐ EXPAND	Data: ● Historical trend data analysis shows students struggle with constructed responses and writing about reading. ● According to Student Interviews administered on 5/15 and 5/17, students note that they feel teachers make writing punitive - resisting writing because they feel it's punitive. ● ELA State data - On the 2023 ELA State Test, in 6th grade, students scored an average of 46% on constructed responses. 7th grade students scored an average of 51%. 8th-grade students scored an average of 50%. ● During the 23-24 school year, 6th grade ELA implemented ARC CORE and improvements in students' writing was noted in their ELA classes. In order to expand upon this growth, we will implement the writing process in grades 7 and 8 in ELA. By the end of the year, we will provide PD so that all content area teachers are able to incorporate the writing process in at least one unit.
Incorporating low stakes opportunities for writing in all content areas	☐ NEW	According to Student Interviews administered on 5/15 and 5/17, students note that they feel that teachers make writing punitive so students resist writing. By incorporating daily writing in lessons across content areas, students will be able to demonstrate their ability to communicate their thoughts, ideas,

		opinions, and understanding of content in a non-punitive manner.
Utilizing peer and teacher feedback, using rubrics, to improve writing tasks.	☐ NEW	Building wide observations, demonstrated that rubrics and improvement in writing based on peer and teacher feedback are not consistent in most classrooms. Students will have opportunities to provide each other with feedback through discussion, sharing of responses, and self-reflection. Once the teacher has modeled and provided an exemplar, students will have multiple opportunities for revision based on self-reflection, peer feedback/discussion, and teacher feedback using the rubric for the writing task.

Implementation

KEY STRATEGY 1	Teaching the writing process across all grade levels

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Summer Institute ● PD time will be allotted for the writing process during a summer institute to support teachers and provide an introduction to the implementation of the writing process.	☒ by EPM

Writing taskforce to support the rollout and implementation of the writing process across all grade levels.
 Establish by the end of September 2024
-By October- develop a protocol for intervisitations
-By November- develop a student review protocol
  - Members: 1 representative from each core subject, 1 from electives, 1 ELL teacher, 1 special education teacher
  - Monthly meetings to develop common rubrics and expectations
  - Quarterly school-wide sharing of developed resources
	☒ by EPM
	☐ by MYB

During monthly department meetings, teachers will review the repository of strategies (including RACES and how to move beyond RACES), which were provided during the 23-24 school year, and be able to use them throughout the school year starting in September. Then teachers will identify 2-3 strategies to implement in their classrooms on a weekly basis to support the writing process.	☒ by EPM ☐ by MYB
Teachers will participate in ongoing PD based on need, on the writing process across all content areas. ● Monthly follow up sessions during department meetings. ● Intervisitation cycles focused on writing on a quarterly basis. ● The instructional coach will support teachers with the implementation of the writing process in their classrooms.	☐ by EPM ☒ by MYB

All grade levels and ELA will implement the writing process with pre-writing, drafting, revising, editing, and publishing. ● ELA teachers will participate in PD on the writing process. ● ELA will implement the writing process in the classroom. ● By Mid-Year, ELA teachers will implement the writing process in their daily instruction. ● By End of Year, core content areas will implement the writing process in at least one unit. Students will have had the opportunity to follow through the writing process to write and publish a narrative writing piece, persuasive writing piece, informative writing piece and descriptive writing piece.	☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Expeditionary Learning
ARC Core
Writing Process
Repository of Strategies
Time for PD, coaching, planning, and data analysis of implementation
Summer Institute -Money to pay for the summer institute
Additional funding for PD

KEY STRATEGY 2	Incorporating low stakes writing opportunities in all content areas

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
SCEP Team selected specific daily writing methods to be shared with all staff. Low stakes writing opportunities may include quick writes, reflective journals, double entry journals, writing spring (set timer for 5-10 min and students write as much as they can on set topic), visual writing -student draw/sketch their ideas first then write and explain what they drew	☒ by EPM ☐ by MYB
Professional development will be planned for the first two days of school. During this time, the selected writing methods will be shared and explained, with examples of how to do each. Teachers will be encouraged to find ways to implement these writing methods in a way that decreases the feeling of writing being punitive.	☒ by EPM ☐ by MYB
Additional professional learning opportunities will be provided throughout the year to support these writing methods. Instructional coach and administration will also support all staff with implementing these writing methods.	☒ by EPM ☐ by MYB
Students' improvement and engagement in writing will be assessed every 8 weeks by all teachers based on student completion and progress monitoring as evidenced by their low stakes writing samples.	☐ by EPM ☒ by MYB
Teachers will be asked to complete a short Quarterly Google Form Survey to measure the level of comfort and success of writing methods in their classes. Walkthroughs/ check-ins will also be used to determine the success of writing methods. The SCEP Team will meet at least quarterly to review the implementation of the writing methods and plan for continued support.	☒ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PD-time and fundings allocated
Time for PD, coaching, planning, and data analysis of implementation

KEY STRATEGY 3	Utilizing peer and teacher feedback, using rubrics, to improve writing tasks.

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Teachers will receive Professional development on the feedback process and different possible protocols for having students engage in discussion and feedback. Teachers will also receive PD and review of rubrics for each type of writing (i.e. informative, argumentative, etc.).	☒ by EPM ☐ by MYB
ELA teachers will model the revision process with their own writing example and provide explicit instruction on how to revise and edit writing tasks using a rubric and feedback.	☒ by EPM ☐ by MYB
Teachers will provide students with specific, actionable feedback on their writing tasks. Feedback can focus on 1 or 2 specific actions or focus on only one component of the rubric at a time. It should not be everything, all at once.	by EPM ☒ by MYB
Administration will work with the writing task force to establish a peer review process where students exchange writing samples with partners and/or small groups. The writing taskforce will provide guidelines and protocols for giving and receiving feedback (i.e. positive comment and a suggestion for growth) by October 2024.Students will be trained on effective peer feedback (November 2024) Peer review will be implemented for at least one writing assignment per quarter in each subject. By September, the writing task force will set up a student tracking sheet and a feedback cycle. By mid-year, students will have gone through a cycle of feedback including self-assessment, peer feedback and teacher provided feedback.	☒ by EPM ☐ by MYB
Staff will provide students with opportunities to share and celebrate their revisions and reflect on their revisions and growth.	☐ by EPM ☒ by MYB
Administration and teachers will monitor student growth on each component of the rubric and adjust the process based on student growth and progress in writing.	☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PD-time and fundings allocated
Time for PD, coaching, planning, and data analysis of implementation
Time and funding to develop the checklist, tracking sheets, and feedback cycle and protcols

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)*

The writing process	Agendas and sign in sheets. Observations / Walkthroughs Student work samples	● Teachers will have received PD on the writing process. ● ELA teachers will begin to implement the writing process in their classrooms. ● Students will draft, edit, revise and self-assess as least one writing sample.	
Low Stakes writing in all content areas	Student tracking sheets Walkthroughs/ observations Agendas and sign in -CPT/Lead teacher meetings. Student work samples	● Every content area class will have at least 2 low stakes writing tasks per week. ● 75% of teachers will implement low stakes writing strategies at the end of the first ten weeks, as evidenced by walkthroughs. ● Teachers will be able to review sample student work to discuss student progress based on their writing. ● Every 8 weeks, teachers will have students submit a low stake writing task for completion to monitor student progress.	
Utilizing peer and teacher feedback, using rubrics, to improve writing tasks.	Walkthroughs/observations Agenda Sample of feedback on student work	● 75% of teachers will use a rubric provided (by ARC or Expeditionary Learning or the state rubric) ● Teachers will identify a peer feedback protocol to implement by October. ● Students will have received feedback on at least one writing task.	

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

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	-Student writing response data -Student tracking Sheets -Student survey	At least 75% of students will meet expectations on a writing assignment using a rubric provided by ARC CORE, NYSED, or EL. 65% of student tracking sheets will demonstrate that students have completed at least one low stake writing task per week in each of their classes. 75% of students will have participated in the activity of providing feedback to a peer through the use of a rubric.	
End-of-the Year Targets	- Student writing response data -Student tracking Sheets -Student survey	At least 85% of students will meet expectations on a writing assignment using a rubric provided by ARC CORE, NYSED, or EL. 75% of student tracking sheets will demonstrate that students have completed at least one low stake writing task per week in each of their classes 75% of students will have participated in the activity of providing feedback to a peer through the use of a rubric at least 4x/year for each subject.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	How often do you engage in writing that is not graded? How often do you receive feedback from your teacher? How often do you receive feedback from your peers?	N/A	75% positive response (rated as 4 or 5 out of 5)	

	How confident do you feel about the strength of your writing compared to the start of the school year?			
Staff Survey	How often do you provide feedback on a student's writing sample? How often do you provide time for students to give feedback to each other?	N/A	75% positive response (rated as 4 or 5 out of 5)	
Family Survey	N/A			

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to building a community where reading is valued, encouraged, and integrated into all content areas. We aim to cultivate a love of reading school wide. We aim to foster a culture of literacy by integrating reading skills and strategies in all content areas to equip students with skills to access, analyze, and apply knowledge across all subjects, thereby preparing our students for success in all areas of their academics.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	● i-Ready Reading Scores Across Grade Levels - According to the 2024 i-Ready Reading Winter Results: 　o **48%** of assessed students in 6th grade (approx. 107 students) scored three or more grade levels below. 　o **58%** of assessed students in 7th grade (approx. 123 students) scored three or more grade levels below. 　o **66%** of assessed students in 8th grade (approx. 173 students) scored three or more grade levels below. ● IRLA Scores Across Grade Levels for 2023-2024 school year 　o **26.7%** of assessed students in 6th grade (approx. 70 students) scored three or more grade levels below. 　o **38.2%** of assessed students in 7th grade (approx. 100 students) scored three or more grade levels below. 　o **32.5%** of assessed students in 8th grade (approx. 100 students) scored three or more grade levels below. ● Historical trend data on the ELA State test over the past three years, shows that students continue to struggle in 6th grade with R6.3,6.8, and 6.9, in 7th grade with R7.4, 7.5, 7.8, and in 8th grade with R8.3, 8.8, 8.9. In all three grades these standards focus on the students' ability to analyze a text, trace and evaluate the development of the claim within the text, and evaluate the text. ● 151/220 in the 2023 NYSESLAT received a 17 or lower out of 27 (non-passing score). This section requires students to read critically through 2 passages and answer multiple choice questions on sequence, cause, and effect, the definition of key terms using context clues, and based on comprehension of passages.

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?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *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.*
Reading across all content areas	☐ EXPAND	• i-Ready Reading Scores Across Grade Levels - According to the 2024 i-Ready Reading Winter Results: o **48%** of assessed students in 6th grade (approx. 107 students) scored three or more grade levels below. o **58%** of assessed students in 7th grade (approx. 123 students) scored three or more grade levels below. o **66%** of assessed students in 8th grade (approx. 173 students) scored three or more grade levels below. • IRLA Scores Across Grade Levels for 2023-2024 school year o **26.7%** of assessed students in 6th grade (approx. 70 students) scored three or more grade levels below. o **38.2%** of assessed students in 7th grade (approx. 100 students) scored three or more grade levels below. o **32.5%** of assessed students in 8th grade (approx. 100 students) scored three or more grade levels below. • Historical trend data on the ELA State test over the past three years, shows that students continue to struggle in 6th grade with R6.3,6.8, and 6.9, in 7th grade with R7.4, 7.5, 7.8, and in 8th grade with R8.3, 8.8, 8.9. In all three grades these standards focus on the students' ability to analyze a text, trace and evaluate the development of the claim within the text, and evaluate the text. Embedding reading across all content areas, we will be able to improve students' reading skills by having students participate in reading in each content area,

		providing reading strategies to support reading in each content area, and responding to reading in each content area.
Developing a community of readers through building wide /classroom events, supporting the use of Literacy resources, and creating book club groups		- i-Ready Reading Scores Across Grade Levels - According to the 2024 i-Ready Reading Winter Results: **48%** of assessed students in 6th grade (approx. 107 students) scored three or more grade levels below. **58%** of assessed students in 7th grade (approx. 123 students) scored three or more grade levels below. **66%** of assessed students in 8th grade (approx. 173 students) scored three or more grade levels below. - IRLA Scores Across Grade Levels for 2023-2024 school year **26.7%** of assessed students in 6th grade (approx. 70 students) scored three or more grade levels below. **38.2%** of assessed students in 7th grade (approx. 100 students) scored three or more grade levels below. **32.5%** of assessed students in 8th grade (approx. 100 students) scored three or more grade levels below. - It was also shared and noted through building wide observations that there is a need to develop a culture of reading. In order to improve students' reading skills, we feel it is important to offer opportunities that encourage students to enjoy reading. If students are engaged in reading, not only during class, but outside of class time and participate in building wide events it will develop a greater love of reading and support their growth as readers and critical thinkers.

Implementation

KEY STRATEGY 1	Reading Across all content areas

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Summer Institute in August PD time will be allotted for the writing process during a summer institute to support teachers and introduce the implementation of reading strategies and resources to incorporate reading in each content area.	☒ by EPM ☐ by MYB

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Beginning in September, teachers will engage in monthly department meetings During the meetings teachers will review the repository of strategies which pertain to reading and responding to reading, which were provided during the 23-24 school year. Teachers will then select strategies by content that will work within their classrooms to implement. Teachers will continue to participate in continued training and receive support on reading strategies to increase students' engagement in reading.	☒ by EPM ☐ by MYB
Teachers will participate in ongoing PD, based on need, on embedding reading into all content areas. This will include: ● Monthly Follow up sessions during department meetings. ● Intervisitation cycles focused on writing on a quarterly basis. ● The instructional coach will support teachers with the implementation of the reading and reading strategies in their classrooms.	☒ by EPM ☐ by MYB
Teachers will continue to develop one unit that is interdisciplinary between social studies and ELA in order to support reading in content areas and provide students with connections when reading across content areas (science in 6th grade also has an interdisciplinary unit with ELA)	☐ by EPM ☒ by MYB
Content teachers will embed reading 1-2 excerpts per week	☐ by EPM ☒ by MYB
Teachers will provide at least 1 writing task per week that allows students to write about and respond to the content of the text they read. -Science will use the claim, evidence, reasoning (NYSED) strategy which can be turn-keyed by the 23-24 Science Lead who attended PD during the Spring of 2024. -SS teachers will review and receive PD on the PNW BOCES curriculum to utilize it to embed reading into the classroom. -SS, Science and ELA teachers can also utilize NEWSELA and Discovery Ed as a resource for a repository of reading passages to support reading in their content area. -SS, Science, and ELA Teachers will receive PD on NEWSELA and be able to use it for reading passages and responding to reading within their prospective content area.	☐ by EPM ☒ by MYB
Teachers will receive PD on small group instruction and how it can look in their classrooms and how to plan for it, to support reading strategies across content areas.	☒ by EPM ☐ by MYB
Instructional Coach will follow district expectations and guidelines and support building staff and students.	☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
NEWSELA
PNWBOCES SS/ELA Curriculum resource
Discovery (for science)
Time for PD, coaching, planning, and data analysis of implementation
Summer Institute -Money to pay for the summer institute
Additional funding for PD

KEY STRATEGY 2	Developing a community of readers through building wide /classroom events

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?

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Committee for reading, to develop a calendar/schedule of agreed upon dates to hold building wide/classroom events to build excitement around reading.
Possible events may include:
   ● 8th graders visiting 6th grade classes to do a read aloud/ share a book they've read.
   ● Reader's theater opportunities
   ● Book shares
   ● Writing about reading-have students become the critics and write their own critiques/ editorials about a text.
   ● Open Mic Day- students create poems/lyrics about a text/character/conflict in a text to present.
   ● Meet the characters- students present a skit as a character.
	☒ by EPM
	☐ by MYB

Committee to identify and choose building wide events to celebrate reading and plan the events.	☒ by EPM ☐ by MYB
Implement biweekly opportunities for students to go to the library during ELA double periods,	☐ by EPM ☒ by MYB
Library Teachers will participate in PD on ways to incorporate digital media in order to provide students with access to reading and writing resources digitally.	☐ by EPM ☒ by MYB
Create a student focus group to provide input on ways to utilize and improve the library media center.	☐ by EPM ☒by MYB
Have book tastings, where students and/or teachers share a small excerpt from a book they read to leave their peers wondering what the book is about and excited to read it.	☐ by EPM ☒ by MYB
Each grade will visit the library at least 1-2 times per month. Teachers will determine which content will visit the library based on their units of study, during grade team meetings.	☐ by EPM ☒ by MYB
Teachers will participate in PD on implementing book clubs/literature circles, starting with ELA teachers, then other content areas.	☐ by EPM ☒ by MYB
Develop a shared vision and protocols for book club groups, discussions, and a tracking sheet with the committee.	☐ by EPM ☒ by MYB
Provide time weekly for students to meet in ELA class in pairs/groups for their book clubs to discuss what they are reading.	☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time for PD, coaching, planning, and data analysis of implementation
Summer Institute -Money to pay for the summer institute
Additional funding for PD
Funding for events
Coaching and support
Funding for digital media center
Funding for digital media resources
Time for planning

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 BMiddle School Summer School Program Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Reading across content areas	Agendas and PD sign in sheets Observations/walk throughs Student work samples	● Teachers will have received PD on reading strategies, resources, and embedding reading into their content areas. ● Teachers will have implemented one writing in response to a reading task/week. ● Students will maintain responses to reading in a notebook (virtual or physical).	
Developing a community of readers through building wide /classroom events	Attendance for Participation in events Calendar Tracker Agendas and attendance for PD Teacher and student Survey	● Students will participate in at least one building wide event. ● Calendar/tracker has been set up to visit the library and at least one event has occurred. ● Librarians and Teachers will have received PD on incorporating digital media and book clubs. ● Teachers and students will have responded that there is an increase in interest in reading and they have provided suggestions for future events/ideas.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Benchmark Data - comprehension in informational texts. Teacher Google survey for use of strategies Attendance for Participation in events Attendance for book club groups and events Datamate/Portfolios - Student work samples and responses to reading.	There will be a 5% increase in comprehension in informational texts from BOY to MOY 75% of teachers will be comfortable embedding reading strategies into their lesson plans. Students will participate in at least two building wide events. 65% of students participate in book club groups and events. 65% of students will respond to reading at least once per week in each of their content classes, developing a notebook of reading responses.	
End-of-the Year Targets	Benchmark Data - comprehension in informational texts. Teacher Google survey for use of strategies Attendance for Participation in events Attendance for book club groups and events Datamate/Portfolios - Student work samples and responses to reading.	There will be a 10% increase in comprehension in informational texts from BOY to EOY 75% of teachers will be comfortable embedding reading strategies into their lesson plans. Students will participate in at least four building wide events. 75% of students participate in book club groups and events. 75% of students will respond to reading at least once per week in each of their content classes, developing a notebook of reading responses.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	How often do you engage in reading a book that you chose? How often do you engage in discussion about a book you are reading? How often do you engage in reading in non-ELA classes?	N/A	75% positive response rate (rated as 4 out of 5 of 5)	
Staff Survey	How often do you incorporate reading into your lessons? How often do you participate in building wide events pertaining to reading? How often do you take your class to visit and have students utilize the resources in the media library ? What resources do you specifically use in the media library? How often does the librarian / digital media specialist to provide support to you and your students? Are there any specific resources or content you'd like to see more media library?	N/A	75% positive response rate (rated as 4 out of 5 of 5)	
Family Survey	How often do you discuss what your child(ren) are reading? How often do you hear your child sharing excitement about what they are reading in school?	N/A	75% positive response rate (rated as 4 out of 5 of 5)	

COMMITMENT 3
Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to creating a welcoming and affirming environment. By doing so we will have a supportive and safe community that embodies shared leadership and trust through communication and clear expectations.

Why are we making this Commitment?
 	
Things to potentially take into consideration when crafting this response:
• *How does this Commitment fit into what we envision for the school?*
• *How does this Commitment relate to what we heard when listening to others?*
• *How does this Commitment connect to what we observed through analysis?*
	• Student Interview Surveys show that students feel they want more consistency and to feel like all their teachers care and respect boundaries. The surveys show that students and teachers want to feel safe and respected.
	• According to the District Review report, recommendations were made for South Middle School to consider:
	   o The school has a very diverse student population. Faculty would benefit from diversity, equity, and inclusion training.
	
	Envision Surveys:
	• **Staff wants to see…**
	   o Opportunities for faculty/staff to connect, engage and build supportive relationships.
	   o Culturally relevant curriculum (i.e. Dr. Hunter)
	   o A school where all adults and students are welcome.
	   o Variety of classroom management strategies that address student needs
	
	• **Administrators want to see…**
	   o Collaboration with the NTA
	   o Student-centered instruction
	   o Increase staff & student attendance.
	   o A culture that is united and vibrant focusing on students
	   o Data-informed decision making
	   o Scholar council
	
	• **Parents want to see…**
	   o Active student council/student government
	   o Consistency
	   o Parent group - communication with school leadership (community partners)
	   o Monthly newsletter
	   o Communication - parent portal & teacher communication, conferences
	Attendance:

	• We would like to reduce absenteeism from 32.3% to 24.3% by June 2025. By creating a welcoming and affirming environment we will ensure that students, parents, and faculty are welcomed, supported, and have clear lines of communication. This will also help decrease chronic absenteeism, if students and families feel they are welcomed in the school.

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? *Consider both data trends observed and student interview responses.* *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.*
Increase direct communication to strengthen relationships between students, families, and staff through multiple systems	☐ REFINE	- Chronic Absenteeism was 32.3% for the 23-24 school year. - Staff and parents have shared that clear routes of communication could be improved. By improving communication and attendance incentives we hope to address this area of concern.
Implement the CREW program in all classes to help create a system of communication and clear expectations.	☐ NEW	- Student Interview Surveys show that students feel they want more consistency and to feel like all their teachers care and respect boundaries. - The surveys show that students and teachers want to feel safe and respected. The CREW program will support students in building relationships with at least one adult in the school and promote a welcoming and affirming environment.
Culturally Responsive Pedagogy	☐ NEW	- Student Interview Surveys show that students do not feel like all their teachers care and respect boundaries. - The surveys show that students and teachers want to feel safe and respected. Provide training on the Culturally Responsive Framework in order to support teachers in embedding culturally responsive teaching practices into their daily instruction while also supporting their ability to build positive relationships with students.

Implementation

KEY STRATEGY 1	Increase direct communication to strengthen relationships between students, families, and staff through multiple systems

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Administration and faculty will review protocols for communication for staff, parents, and students in September. Administration will respond to any questions and review expectations with staff for communications monitoring, consistency, and address any areas of concern.	☒by EPM ☐ by MYB
Administration will set up a communication task force that will have monthly check-ins to plan for how to share information with students, families, and staff on events and engagement goals (ex: town halls, quarterly kick-offs, revised school-wide schedule). The communication task force will develop and communicate a checklist for monitoring the delivery of communication to the school community by September 2024. The checklist will be reviewed monthly. This taskforce will also review the data during their monthly check ins and check for consistency in the roll out of communication in the building.	☒ by EPM ☐ by MYB
Administration, in collaboration with staff and students to determine attendance incentives for students and to create an attendance action plan.	☒by EPM ☐ by MYB
By October 2024, Administration, in collaboration with staff and students, will have developed and communicated an action plan for monitoring and improving student attendance and chronic absenteeism.	☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Taskforce
Time and PD
Funding for PD and attendance rewards and incentives
Student feedback

KEY STRATEGY 2	CREW program

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Teachers will participate in PD on the CREW program and receive ongoing coaching and support with the CREW program from EL and the instructional specialist.	☒ by EPM ☐ by MYB

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ELA and math teachers will embed CREW 2-3 times per week during the double period, for 30 minutes.	☒ by EPM ☐ by MYB
Classes will create and follow the CREW structure as outlined in the program with the support of the administration and instructional specialist.	☐ by EPM ☒ by MYB
CREW leaders (teachers) and student leaders will be identified through the CREW program to support leading it in each class.	☐ by EPM ☒ by MYB
Teachers will implement team building activities into the classrooms based on CREW.	☐ by EPM ☒by MYB
Teachers will incorporate learning targets aligned with CREW to support the CREW culture in classrooms.	☐ by EPM ☒ by MYB
Expeditionary learning staff will provide PD and ongoing support and coaching with the implementation of CREW.	☐ by EPM ☒ by MYB
Parent Newsletters and monthly conversations with the principal will provide information about CREW with tips for parents.	☐ by EPM ☒ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
CREW program
Time for PD, coaching, planning, and data analysis of implementation
Summer Institute -Money to pay for the summer institute
Additional funding for PD

KEY STRATEGY 3	Culturally Responsive Pedagogy

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
Teachers will participate in PD to review and unpack the culturally responsive Framework provided by NYSED, in September.	☒ by EPM ☐ by MYB
Committee on culturally responsive practices will plan for and support the implementation of the culturally responsive framework	☒ by EPM ☐ by MYB
Teachers will review their unit and lesson plans with the instructional coach to identify ways to embed and ensure that daily instruction aligns with the culturally responsive framework. ● Update at least 1 unit per semester to embed culturally responsive practices by mid-year and two units by the end of the year.	☐ by EPM ☒ by MYB
Department and PLC's will incorporate discussion of and review of the culturally responsive framework monthly to check in and share best practices.	☐ by EPM ☒ by MYB
Ongoing PD and coaching will be provided to support teachers with the implementation of the culturally responsive framework. This will be monitored to identify what additional PD is needed based on observations, teacher feedback, and administrative feedback. The instructional specialist and Director of Middle level will then work with the school and admin team to support PD and coaching needs.	☐ by EPM ☒ by MYB
Parent Newsletters and monthly conversations with the principal will provide information about Culturally responsive pedagogy.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
RESOURCES	

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time for PD, coaching, planning, and data analysis of implementation
Summer Institute -Money to pay for the summer institute
Additional funding for PD
Coaching and support
Time for planning

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the

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*)
Communication	Calendar tracker	The taskforce will have set up a calendar of meetings and events.	
	Agendas and minutes	An action plan for monitoring attendance will have been created.	
	Checklist and communication logs	Checklist for monitoring communication will have been created.	
CREW program	Sign in sheets/agenda.	Teachers will have participated in PD on CREW.	
	Schedule	Schedule will reflect when students participate in CREW.	
	Learning targets	Teachers who are embedding CREW into their day will have incorporated learning targets on CREW culture.	
Culturally responsive pedagogy	Sign in sheets/agenda.	Teachers will have received PD on the culturally responsive framework.	
	Google survey/PLC minutes	Every content area will have identified at least two best practices to implement in their classes that aligns with the culturally responsive framework.	
	Google Survey/PLC minutes	All teachers will have read the culturally responsive framework provided by NYSED and identified at least 1 unit to update and align with it.	

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.

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

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Checklist and communication logs	Checklist indicates that communication regarding CREW and Culturally Responsive Framework has been occurring. Also, communication for each school-wide event has occurred as planned by the communication task force.	
	Student attendance data	Reduce chronic absenteeism rate from 32.3% to 28% by January 2025	
	Student Referrals	25% decrease in student referrals resulting in students being removed from class compared to the previous school year.	
	Walkthroughs/observations	Every content area will have identified and have started to implement at least one best practice to implement in their classes that aligns with NYSED's culturally responsive framework.	

End-of-the Year Targets	Checklist and communication logs	Checklist indicates that communication regarding CREW and Culturally Responsive Framework has been occurring. Also, communication for each school-wide event has occurred as planned by the communication task force.	
	Student attendance data	Reduce chronic absenteeism rate from 32.3% to 24% by June 2025	
	Student Referrals	35% decrease in student referrals resulting in students being removed from class compared to the previous school year.	
	Walkthroughs/observations	Every content area will have implemented at least two best practices that align with NYSED's culturally responsive framework.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	How often did you engage and participate in CREW? Do you feel supported by at least one adult in the school? How often do you feel you can speak to an adult about your concerns or receive support in school?	N/A	75% positive response (rated as 4 or 5 out of 5) (Scale: 1-5, where 1 is "Not at all" and 5 is "Extremely")	

	How often do your teachers incorporate diverse texts, images, and resources into their teaching? How often do your teachers ask about or acknowledge your cultural background and experiences in class? How often do you see yourself or your community reflected in the curriculum or classroom materials? How often do you feel like you can share your background and experiences in Crew without fear of judgment? How has your Crew supported you in developing skills and strategies for navigating differences and conflicts?			
Staff Survey	experiences to inform your teaching practices?	N/A	75% positive response (rated as 4 or 5 out of 5) (Scale: 1-5, where 1 is "Not at all" and 5 is "Extremely")	
Family Survey	How familiar are you with the concept of culturally responsive practices in education? How often do you feel like the Crew program incorporates diverse perspectives and experiences that reflect your child's cultural background? How familiar are you with the concept of culturally responsive practices in the classroom? How often do you think your child's teacher incorporates diverse texts, images, and resources into their teaching? How often do you think your child's teacher asks about or acknowledges your child's	N/A	75% positive response (rated as 4 or 5 out of 5) (Scale: 1-5, where 1 is "Not at all" and 5 is "Extremely")	

cultural background and experiences in class? How often do you think your child feels like they can share their thoughts and ideas without fear of judgment or ridicule? How often do you receive updates from your child's teacher about their progress and experiences in the classroom?			

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
- X Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to 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	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
Elise Cacciatore	ELA Teacher (8th)	5/29, 5/30, 5/31, 6/24, 6/25,7/17	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/10, 6/11, 6/17, 6/24, 6/25,7/17	6/18, 6/24, 6/25,7/8,7/11, 7/17, 7/19
Nicole Lorenzo	Encore (Music) Teacher	5/29, 5/30, 5/31,6/24, 6/25 7/17	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/10, 6/11, 6/17, 6/24, 6/257/11, 7/17, 7/19	6/18, 6/24, 6/25, 7/8, 7/11, 7/17, 7/19
Wanda Mejia-Jenkins	ELL Teacher	5/29, 5/30, 5/31, 6/24, 6/25	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/10, 6/11, 6/17, 6/24, 6/25718, 7/19	6/18, 6/24, 6/25, 7/8,7/18, 7/19
Meghan Moore	ELA Teacher (7th)	5/29, 5/30, 5/31, 6/24, 6/25,7/17	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/10, 6/11, 6/17, 6/24, 6/25718, 7/19	6/18, 6/24, 6/24, 6/25, 7/8,7/11, 7/18
Anika Sukhai	Parent	6/24, 6/25, 7/18, 7/19	5/14	5/14	6/10,6/11	6/10, 6/11 , 6/17	6/24, 6/25, 7/18, 7/19
Rocio Pena	Parent	6/24, 6/25, 7/18, 7/19	5/14	5/14	6/10,6/11	6/10, 6/11, 6/17	6/24, 6/25, 7/18, 7/19
Amy Manzano	ELL Teacher	5/29, 5/30, 5/31, 6/24, 6/257/17	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/10, 6/11, 6/17,6/24, 6/25718, 7/19	6/18, 6/24, 6/25 7/11, 7/17

Roderick Phoenix	Principal	5/29, 5/30, 5/31,6/24, 6/25 7/17	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/24, 6/25718, 7/19	7/12, 7/15, 7/16, 7/17, 7/19, 7/23, 7/24, 7/5, 7/26, 7/29, 8/6, 8/7
Erika Berrios	Assistant Principal	5/29, 5/30, 5/31,6/24, 6/25 7/17	5/14,	5/14	5/29, 5/30, 5/31	6/24, 6/25718, 7/19	7/8,7/11, 7/16, 7/18, 7/24
Fernando Gonzalez	Assistant Principal	6/24, 6/25	5/14,	5/14	5/29, 5/30, 5/31	6/24, 6/25718, 7/19	6/24, 6/25, 7/8,7/18, 7/19
Beckner Joseph	Assistant Principal	5/29, 5/30,6/24, 6/25	5/14, 5/29, 5/30, 5/31	5/14	5/29, 5/30, 5/31	6/24, 6/25718, 7/19	6/24, 6/25,7/8,7/18, 7/19, 8/7
Mariya Pushkanter	Dir. of Middle Level	5/29, 5/30, 5/31, 7/17	5/29, 5/30, 5/31	7/19	5/29, 5/30, 5/31	7/18, 7/19	7/12, 7/15, 7/16, 7/17, 7/19, 7/23, 7/24, 7/5, 7/26, 7/29, 8/6, 8/7
Andrea Moriiarty	Asst. Sup. Curriculum & Instruction				4/5		
David Brown	Dir. Planning & Accountability				4/5		

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

After conducting the students' interviews and analyzing their responses we found firstly that the majority of students do not feel safe. Out of the 16 students that were interviewed, 5 students said they feel safe, the remaining 11 either said no or only sometimes. Students expressed frustration with their inability to learn in class because some teachers lack respect for them, class is being disrupted constantly by other students, and the inconsistency of teachers in the classroom (pedagogical vacancies not being properly filled with a qualified teacher and rotating subs). They stated they feel their education is being disrupted. They are not learning anything in class because either the teacher has to stop classroom instruction, or the student behavior is distracting them. Some students stated that in certain classes writing and other assignments are given to control the classes and therefore feel punitive. Students were also asked what the best things were about South Middle School. They said the friendships they have made are long lasting. That the majority of teachers are very helpful in class, keep them engaged, show respect and caring, and are there for the students when they need it. The security guards also are helpful and caring in school. They expressed appreciation for the in-school celebrations and after school events/activities available to them. When students were asked how South Middle School can improve, they asked that those teachers that lack respect towards students to understand them more as individuals. They also requested there be more afterschool programs and sports, also more bussing available so they can participate (many students said they did not do a sport because there was no way for them to get home afterwards).

After digesting this information from the students, the team kept the student experience at the forefront of their minds. Based on their responses we recognized students want a more welcoming and safe school environment. We recognized that students expressed the need for keeping class engaging without assignments feeling like a way to control student behavior. Much of the student interviews informed the strategies on commitment 3 where we plan to implement CREW and more culturally responsive pedagogy PD for teachers. Our aim is for teachers and students to build positive relationships and for the curriculum to be informed by the diverse student body. Additionally, their response informed commitment 1 and 2 by including more daily reading and writing and school wide initiatives. Our goal is for students to feel accustomed to making reading and writing part of their everyday learning experience, personal lives and raising classroom engagement.

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.