New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-2022

District	School Name	Grades Served
Clinton CSD	Clinton Middle School	6-8

Collaboratively Developed By:	
❖ Dr. Stephen Grimm, Superintendent ❖ Debora Van Slyke, Director of Curriculum & Instruction ❖ Kathy Fonda, Director of Pupil Personnel Services ❖ Sue Synakowski, OHM BOCES consultant ❖ Kathryn Ferguson, Special Education Consultant ❖ Dr. Shaun Carney, Middle School Principal ❖ Amie Johnson, PDC Coordinator ❖ Danielle Tesak, MS Guidance ❖ Anthony Sirianni, MS Social Worker ❖ Kelly Gehring, ELA Teacher ❖ Adriane Gemelli, Math Teacher	❖ Phyllis Lopiccolo, ELA Teacher ❖ Michelle Taranto, Special Ed Teacher ❖ Andrew Bashant, Grade 6 ❖ Brandon Hanson, Grade 7 ❖ Ryder Stilz, Grade 7 ❖ Anthony Kingsley, Grade 8 ❖ Lees Divine, Grade 8 ❖ Gideon Dreier, Grade 8 ❖ Gretchen Grimm, Grade 8 ❖ Stacy Butcher, Parent ❖ Stehli Krause, Parent

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We will commit to creating learning experiences that are aligned with the NYS Learning Standards as well as classroom cultures that are safe, welcoming learning environments, that give each student the opportunity to take academic risks that are challenging, authentic and relevant so that they are able to reflect, reason and explain their thinking and engage in dialogue with others.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	**Student interviews** ***Common themes that emerged from student interviews:*** *School Community Connections* ➢ Students missed the social aspects of school (friends, teachers, human interaction) ➢ Need to have more activities for the students to do. ➢ Missed out on "extras" (dances, field trips. . .) ➢ Loss of communication and interaction and connection with others ➢ Need for student collaboration (& school dances, inclusive social activities!) ➢ Desire for interaction, engagement, physical activity, and social-emotional support ➢ Students feel the best part of school is being together *Personalized & Blended Learning* ❖ Learned some great life skills, time management, need to socialize (even if with family) ❖ Students learned autonomy, independence and the value of relationships ❖ Students want to keep tech integration and classwork/deadline flexibility ❖ Google Classroom very helpful, absent students could keep up. ❖ Enjoyed smaller classes and the ability to focus on quality of assignments than a due date. *Social Emotional* ➢ It was tough learning at home ➢ Students were challenged by self-management (executive functioning skills) ➢ Procrastination & time management (academic behaviors, executive functioning) ➢ Communication with students (at all levels: classroom, building, district, knowing where to find info- ie: Google Classroom) What are the expectations? ➢ Difficult for students to ask for help, take risks in the classroom

- ➢ Students are overwhelmed and unsure of how to access help
- ➢ Ways for students to address anxieties
- ➢ Students want to know about re-entry and continuation of the unknown
- ➢ Uncertainty about what's to come.
- ➢ Not all students feel accepted: need for increased tolerance and acceptance
- ➢ Students expressed feeling extrinsic pressures/stressors
- ➢ Lack of relationship with and/or clarity from teachers
- ➢ Need for social-emotional support
- ➢ Mixed response to student acceptance (some good feedback but still work to do)

Equity Self-Reflection

Based on responses from the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. There is a need to grow independent learning and critical thinking in students and targeted professional learning to support this.

The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.

Core Principle	The data suggests… Team conversations
Welcoming and Affirming Environment	➢ Mostly emerging and integrating. ➢ Heading in the right direction; lots of emerging and integrating; not one area in which we are sustaining (area of concern) ➢ Overall there is work to do, especially with inclusion of student identity & use of SEL lessons/programs; (will new ELA & Math curricula address this?); ➢ Need for intentional thought exchange related to school culture (continuation of student interviews?), ➢ Use of K-12 literature to promote social discussions and representation, ➢ Need for PD related to navigating difficult conversations and inclusive practices (in every classroom, not just for the content areas that support it or teachers that are comfortable)
High Expectations & Rigorous Instruction	➢ Mostly emerging and integrating ➢ More work to be done; Need for ongoing discussions about power, privilege, self-image, relatability to the real-world, life outside the Clinton bubble ➢ Need for attention to social justice issues, plans for community engagement

	post-Covid (co-curricular as well as instructional), ➤ Need to grow independent learning and critical thinking in students (present in Danielson Domain 3 → need for targeted PD related to Danielson)
Inclusive Curriculum and Assessment	➤ Mostly emerging and integrating, but the most sustaining here. ➤ Continued work needed to examine and develop resources that are representative and inclusive; need to think outside the box/bubble; ➤ Need for discussions of privilege and power and celebration of all cultures
Ongoing Professional Learning and Support	➤ Mostly emerging and integrating ➤ Continued professional Learning is needed in order to have informed conversations around each of the 4 Core Principles – especially as it relates to "high expectations & rigorous instruction" and "inclusive curriculum & assessment" including instructional digital equity

"How Learning Happens"

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	Relationships, knowledge of student, choice & engagement, Project-based learning Active student engagement	Less teacher talking, more student conversation & engagement Conversations	Connection & engagement, safe environment Comfortable

	Intentionality	Helping student learn academic behaviors, SEL & stress management, Student-Student engagement Incorporation of students' needs/abilities into lesson plans	Clear communication & expectations (students understand the "why"), Cooperative learning Words indicative of emotion, "why" is included for the content taught, applicability	Community where ideas are generated and talked about, priority, important, relevant, purposeful Worthwhile, meaningful, making progress
	Belonging	Community events, interaction, respectful community (kids and adults) with appropriate behaviors modeled, Increased personalization, smiles	Kids socializing appropriately with kids in and out of their social circle, Students working together & intentional ice breakers to build community Laughter, peer coaching, encouragement	Friendship, caring, community, "room for everyone in the big tent" Connection
	Identity	Diverse representation (big and small- ie: crayons), Visuals (flags in the hallways), CR-S Framework representation for all groups (race, class, orientation, ability, etc.) Diversity, students have the chance be in charge, inclusive representation (ie: learning materials), mutual respect	Students and families sharing their stories, all voices represented (identifying the disenfranchised students) Appropriate terminology, sharing of life experiences	Connection with teachers and leaders, Acceptance Acceptance, nurturing

	Relationships	Caring relationships with adults in every role at the school and between students, "Who's your trusted adult" activity, increased engagement & academic risks Supporting differences	Open discussions Quality conversations, open communication	Belonging, safe environment Connection
	Agency	Students have input in curriculum (choice & voice), diverse assessments, Danielson highly effective rating, "room for everyone in the big tent", student ownership of learning and self-assessment Opportunities for students to meet with leadership at all levels, Voice and choice in learning	Student voice Asking questions, creating & diving into projects, expression	Empowerment, collaborative, respect (for all- students and adults), valued, self-efficacy Empowering

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide targeted reading intervention to students below grade level.	Teachers will participate in **ALL** professional learning as it relates to *Into Literature, differentiation of instructional resources*, Student/staff scheduling modifications Summer Curriculum Writing Provide personalized explicit, reading instruction dependent on student's reading level (ie SONDAY, Leveled Literacy Intervention (LLI) Kits, Into Literature resources)	HMH Growth Measure: Fall, Winter, Spring Results Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period Reduction in number of students reading below 1 or more grade levels	SONDAY System, Leveled Literacy Intervention Kits, Into Literature Addition of AIS/Reading Support Specialist Schedule & provide professional learning for SONDAY System, Literacy Intervention Kits, Into Literature Tier 1 reading support
Provide targeted writing instruction grades 6-8	Teachers will participate in **ALL** professional learning for Into Literature, Writables, HMH Growth & "The Writing Revolution"	Student Writing Portfolio (Writables) 2022 NYS Gr 6-8 ELA Assessments Marking Period averages Reduction in number of students reading below 1 or more grade levels	HMH Writables coupled with *Into Literature* Hochman Method (The Writing Revolution) Schedule & provide professional learning for Writables and The Writing Revolution

Implementation of Grades 6-8 *Into Literature* and HMH Growth Measure with fidelity	Teachers will participate in **ALL** professional learning for Into Literature, Writables, HMH Growth as it relates to: student *engagement strategies, review & use of instructional data to* inform instruction, growth, etc. Scaffold accommodations & modifications across all grade levels to increase independence in alignment with state assessments Effective use of the digital resources, Maximization of instructional tools, Job-embedded coaching, project-based learning to enhance "productive struggle" Develop 2021-2022 Curriculum Map - Scope & Sequence Teachers will participate in job-embedded coaching -- that includes student engagement strategies	HMH Growth Measure: Fall, Winter, Spring Results 2022 NYS Gr 6-8 ELA Assessments Marking Period averages Student Progress status - as measured by resources specific to student needs Reduction in number of ELA course failures each marking period Increase in number of students reading/writing on or above grade levels	Schedule *Into Literature*, Writables & The Writing Revolution Professional Learning Schedule Job-embedded coaching sessions that includes student engagement strategies

Implementation of Grades 6-8 *enVision Math, Algebra 1* & *SuccessMaker Math* with fidelity.	Teachers will participate in **ALL** professional learning for enVision Math & SuccessMaker Math through SAVVAS training to include: ➤ Scaffold accommodations & modifications across all grade levels to increase independence and align with state assessments ➤ Effective use of the digital resources, ➤ Maximization of instructional tools, ➤ Job-embedded coaching, project-based learning to enhance "productive struggle" & conceptual understanding. Teachers will develop 2021-2022 Curriculum Map - Scope & Sequence Teachers will participate in job-embedded coaching -- that includes student engagement strategies	*SuccessMaker Math status*: Fall, Winter, Spring 2022 NYS Gr 6-8 Math Assessments Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period Increase in number of students on or above grade level in math	Schedule *enVision Math & Successmaker Maker* Professional Learning Addition of AIS & Math Support Specialist Schedule Job embedded coaching sessions that include student engagement strategies
Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies and to document areas of improvement, goals, and plans for reaching those goals. Dates, meeting minutes, instructional benchmark assessment data will be shared with the principal.	Common planning times will be scheduled	HMH Growth Measure Diagnostic: Fall, Winter, Spring Results *SuccessMaker Math status*: Fall, Winter, Spring 2022 NYS Gr 6-8 ELA & Math Assessments Student Progress status - as measured by targeted support resources specific to student needs Marking Period averages Reduction in number of course failures each marking period	Schedule common plan time for grades 6-8 Professional Learning Schedule Job embedded coaching sessions that include student engagement strategies

Principal will monitor progress participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and benchmark assessment data.	Principal will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	HMH Growth Measure: Fall, Winter, Spring Results Student Progress status - as measured by resource specific to student needs 2022 NYS Gr 6-8 ELA Assessments Marking Period averages *SuccessMaker Math status*: Fall, Winter, Spring 2022 NYS Gr 6-8 Math Assessments	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
District will conduct a curriculum audit to determine prioritization & alignment of the adopted curriculum and the NYS Next Generation ELA & Math Standards.	Partner with BOCES ELA & Math Consultants	Horizontal & vertical alignment (NYS Next Gen ELA & Math Standards) of the Grades 6-8 Math curriculum *SuccessMaker Math status*: Fall, Winter, Spring *Into Literature* HMH Growth Measure: Fall, Winter, Spring 2022 NYS Gr 6-8 ELA & Math Assessments Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period	Collaboration with BOCES ELA & Math Consultants to facilitate a 6-8 ELA & Math Curriculum Audit

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I have fun learning. (66%) My teachers are good teachers. (84%) My teachers believe I can learn. (84%) I am challenged by the work my teachers ask me to do. (70%) I have support for learning at home. (75%)	90% for all
Staff Survey	I feel that learning is fun at this school. (80%) I believe that the instructional program at this school is challenging. (80%) I believe this school provides an atmosphere where every student can succeed. (84%) I communicate with parents about their child's progress. (2020: 86%), (2021: 90%) I communicate with parents often about class activities. (2020: 68%), (2021: 75%)	90% for all *12/20* responses: **19** *6/21* responses: **6**
Family Survey	I am informed of my child's progress. (70%) The school meets the academic needs of its students. (76%) The school expects quality work of its students. (80%) I know what my child's teacher expects of my child. (70%) My child's teacher helps me help my child at home. (66%)	90% for all

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

➢ High Participation in after-school clubs (90% of students staying at least once a week)

➢ Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)

➢ Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%

➢ 2022 Student Interviews

➢ 2022 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.

➢ 2022 NYS ELA & Math Assessment Results

➢ Marking Period - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%**

➢ iReady ELA Diagnostic/HMH Student Growth Measure (grades 6-8) ELA: (2020-21 -- 35% of all students were reading on or above grade level as measured by iReady ELA), *2021-2022 Goal: **75% of all students will be reading on or above grade level by the of the school year.***

➢ SuccessMaker Math Adaptive Learning Results (grades 6-8, 8H_Algebra 1): (2020-21 -- 30.4% of all students were on or above grade level as measured by SuccessMaker Math) ***NOTE: that as of June 2021, 69% of all students completed the Initial Placement.)*** ***2021-2022 Goal: 75% of all students will be on or above grade level by the end of the school year.***

➢ NEW for 2021-22: Benchmark Assessments: ELA & Math

➢ NEW for 2021-22: Student Writing Progress Monitoring

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We will commit to providing a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across academics and behavior for all students—so that every student can achieve academic and life success.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	*"Response to Intervention (RtI)/Multi-tiered System of Support (MTSS) is one of the most effective ways to provide an equitable educational experience leveraging the collective knowledge and expertise of district and building RtI teams to help teachers understand their learners' needs and make informed and strategic decisions that best support them."* ### Student interviews ***Common themes that emerged from student interviews as it relates to RtI/MTSS:*** *Personalized & Blended Learning* ❖ Learned some great life skills, time management, need to socialize (even if with family) ❖ Students learned autonomy, independence and the value of relationships ❖ Students want to keep tech integration and classwork/deadline flexibility ❖ Google Classroom very helpful, absent students could keep up. ❖ Enjoyed smaller classes and the ability to focus on quality of assignments than a due date. *Social Emotional* ➢ It was tough learning at home ➢ Students were challenged by self-management (executive functioning skills) ➢ Procrastination & time management (academic behaviors, executive functioning) ➢ Communication with students (at all levels: classroom, building, district, knowing where to find info- ie: Google Classroom) What are the expectations? ➢ Difficult for students to ask for help, take risks in the classroom ➢ Students are overwhelmed and unsure of how to access help ➢ Ways for students to address anxieties ➢ Students want to know about re-entry and continuation of the unknown ➢ Uncertainty about what's to come. ➢ Not all students feel accepted: need for increased tolerance and acceptance ➢ Students expressed feeling extrinsic pressures/stressors

➢ Lack of relationship with and/or clarity from teachers
➢ Need for social-emotional support
➢ Mixed response to student acceptance (some good feedback but still work to do)

Equity Self-Reflection

Based on responses from the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. There is a need to grow independent learning and critical thinking in students and targeted professional learning to support this.

The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.

Core Principle	The data suggests… Team conversations
Welcoming and Affirming Environment	➢ Mostly emerging and integrating. ➢ Heading in the right direction; lots of emerging and integrating; not one area in which we are sustaining (area of concern) ➢ Overall there is work to do, especially with inclusion of student identity & use of SEL lessons/programs; (will new ELA & Math curricula address this?); ➢ Need for intentional thought exchange related to school culture (continuation of student interviews?), ➢ Use of K-12 literature to promote social discussions and representation, ➢ Need for PD related to navigating difficult conversations and inclusive practices (in every classroom, not just for the content areas that support it or teachers that are comfortable)
High Expectations & Rigorous Instruction	➢ Mostly emerging and integrating ➢ More work to be done; Need for ongoing discussions about power, privilege, self-image, relatability to the real-world, life outside the Clinton bubble ➢ Need for attention to social justice issues, plans for community engagement post-Covid (co-curricular as well as instructional), ➢ Need to grow independent learning and critical thinking in students (present in Danielson Domain 3 → need for targeted PD related to Danielson)

Inclusive Curriculum and Assessment	➤ Mostly emerging and integrating, but the most sustaining here. ➤ Continued work needed to examine and develop resources that are representative and inclusive; need to think outside the box/bubble; ➤ Need for discussions of privilege and power and celebration of all cultures
Ongoing Professional Learning and Support	➤ Mostly emerging and integrating ➤ Continued professional Learning is needed in order to have informed conversations around each of the 4 Core Principles – especially as it relates to "high expectations & rigorous instruction" and "inclusive curriculum & assessment" including instructional digital equity

"How Learning Happens"

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	Relationships, knowledge of student, choice & engagement, Project-based learning Active student engagement	Less teacher talking, more student conversation & engagement Conversations	Connection & engagement, safe environment Comfortable
Intentionality	Helping student learn academic behaviors, SEL & stress management, Student-Student engagement Incorporation of students' needs/abilities into lesson plans	Clear communication & expectations (students understand the "why"), Cooperative learning Words indicative of emotion, "why" is included for the content taught, applicability	Community where ideas are generated and talked about, priority, important, relevant, purposeful Worthwhile, meaningful, making progress

	Belonging	Community events, interaction, respectful community (kids and adults) with appropriate behaviors modeled, Increased personalization, smiles	Kids socializing appropriately with kids in and out of their social circle, Students working together & intentional ice breakers to build community Laughter, peer coaching, encouragement	Friendship, caring, community, "room for everyone in the big tent" Connection
	Identity	Diverse representation (big and small- ie: crayons), Visuals (flags in the hallways), CR-S Framework representation for all groups (race, class, orientation, ability, etc.) Diversity, students have the chance be in charge, inclusive representation (ie: learning materials), mutual respect	Students and families sharing their stories, all voices represented (identifying the disenfranchised students) Appropriate terminology, sharing of life experiences	Connection with teachers and leaders, Acceptance Acceptance, nurturing
	Relationships	Caring relationships with adults in every role at the school and between students, "Who's your trusted adult" activity, increased engagement & academic risks Supporting differences	Open discussions Quality conversations, open communication	Belonging, safe environment Connection

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish clear expectations & transition of the **Resource Room** & **Learning Center** to a skill-based instructional learning environment & not homework help.	Professional Learning - RtI/MTSS processes & Tier 1 classroom interventions for all content areas Ongoing Job-embedded coaching (ELA & Math) as it relates to Tier 1 Interventions, scaffolding & modifications	Teams develop expectations & timeframe for transition to occur Expectations & transition timeframe are communicated during opening Superintendent's Conference Days Implementation supported by all faculty staff	Addition of Math AIS/RtI teacher (6-8) Addition of Reading AIS/RtI teacher (9) support former MS students (COVID-19 implications)

Response to Intervention (RtI)//Multi-tiered System of Support (MTSS) https://nysrti.org/	Study districts Creation of Building RtI Planning team - roles & responsibilities Professional Learning: Specifics of Tier 1 Interventions for all classroom teachers	Implementation of clearly defined MTSS/RtI	Building RtI team - develop defined roles & responsibilities of the team Common planning time, PLC team Professional Learning
"At Tier 1, **all** students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential.	Building RtI Planning team support Professional Learning ALL classroom teachers: to ensure 80% of students' needs are met at Tier 1 through the provision of high quality research-based instruction to include: (Chard et al., 2008): ➢ Standards-Based Curriculum ➢ Systematic Explicit Instruction ➢ Differentiated Instruction ➢ Flexible Grouping ➢ Active Student Engagement ➢ Classroom Behavior Strategies	Tier 1 Interventions: Provision of explicit, differentiated high quality instruction (ie. flexible grouping, active student engagement HMH Growth Measure: Fall, Winter, Spring Results SuccessMaker Math: Fall, Winter Spring/End of Year Results 2022 NYS Gr 6-8 ELA & Math Assessments Marking Period averages Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period Increase in number of students reading/writing on or above grade levels Increase in number of students on or above grade level in math	Schedule Professional Learning: all classroom teachers - Tier 1 Interventions Implementation of differentiated resources available in Into Literature, enVision Math Job-embedded coaching HMH Into Literature & enVision Math Use of common planning time to develop, monitor student progress
Development & Implementation of Grades 6-8 ELA Reading & Writing Benchmark Assessments	Summer Curriculum 2021 Writing Ongoing Benchmark assessment development during the 2021-2022 school year	Marking period averages, student writing, HMH Growth, 2022 NYS Gr 6-8 ELA Assessments Marking Period averages	*Into Literature* assessment resources Common planning time

Development & Implementation of Grades 6-8, 7H, 8H Math Benchmark Assessments	Summer Curriculum 2021 Writing Ongoing Benchmark assessment development during the 2021-2022 school year	*SuccessMaker Math status*: Fall, Winter, Spring 2022 NYS Gr 6-8 Math Assessments Marking Period averages	*enVision Math* assessment resources Common planning time
Principal will monitor progress participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and benchmark assessment data.	Principal will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	HMH Growth Measure: Fall, Winter, Spring Results Student Progress status - as measured by resource specific to student needs 2022 NYS Gr 6-8 ELA Assessments Marking Period averages *SuccessMaker Math status*: Fall, Winter, Spring 2022 NYS Gr 6-8 Math Assessments	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
Study data-driven instructional best practices and identify student data to inform instruction.	Study district best practices as it relates to Building/classroom data-informed instructional practices	Teams	*Proposal - Data Informed Instruction Task Force?*

End-of-the-Year Desired Outcomes

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➢ Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)
➢ Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%
➢ 2022 Student Interviews
➢ 2022 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.
➢ 2022 NYS ELA & Math Assessment Results
➢ Marking Period - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%**
➢ iReady ELA Diagnostic/HMH Student Growth Measure (grades 6-8) ELA: (2020-21 -- 35% of all students were reading on or above grade level as measured by iReady ELA), ***2021-2022 Goal: 75% of all students will be reading on or above grade level by the of the school year.***
➢ SuccessMaker Math Adaptive Learning Results (grades 6-8, 8H_Algebra 1): (2020-21 -- 30.4% of all students were on or above grade level as measured by SuccessMaker Math) ***NOTE: that as of June 2021, 69% of all students completed the Initial Placement.)*** ***2021-2022 Goal: 75% of all students will be on or above grade level by the end of the school year.***
➢ NEW for 2021-22: Benchmark Assessments: ELA & Math
➢ NEW for 2021-22: Student Writing Progress Monitoring

COMMITMENT 3

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to deepening connections among students, families, staff and the community.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	For more than a year, we've been isolated. We heard this often in our interviews (December 2020 Needs Assessment & June 2021) with students. Nearly 28% of students were all-virtual and at times 100% virtual for 3 months during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a child. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. Meanwhile, when completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs. We discussed the need to establish/increase a direct-to family communication plan for every student that prioritizes their preferences and needs. This became increasingly evident as we transitioned between hybrid learning (dual streaming) to 100% virtual for 2 ½ months.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to increase participation in after-school clubs and activities	Extracurricular interest solicitation, then schoolwide fair on clubs available. Meetings begin in October Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance	At least 80% of students will sign up for at least one extracurricular activity 90% attendance at extracurricular activities throughout the Fall By December, at least 90% of students will stay after at least once a week	Bus transportation for extracurricular clubs, Funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors
Identify the best ways to inform parents of expectations	Continue to study and develop best ways to communicate/inform parents about building/classroom expectations	90% increase in classroom/school to student communication as evidenced by increased use of ParentSquare & StudentSquare.	Ongoing Professional Learning as needed - ParentSquare faculty, administration.
Middle School faculty, administration & staff use of **ParentSquare** & **StudentSquare** to increase classroom/school to student communication. *(student engagement)*	**ParentSquare** Dashboard data will be analyzed to determine participation and interaction rates, number of classroom and school posts, and other relevant data that indicates increased utilization.	**ParentSquare** Dashboard data will be analyzed to determine participation and interaction rates, number of classroom and school posts, and other relevant data that indicates increased utilization.	Professional Learning as needed - ParentSquare faculty, administration. PDC Coordinator - schedule professional learning Administrative team Partner with District Communications specialist
Parent/Caregiver University Sessions and Resources (ie. Digital, Newsletters, Video) that help parents	Collaboration team/partnership in the development of Parent Resources (faculty,	Parent/Family University sessions will be developed and implemented.	Develop programs based on Needs assessment - technology, Google Classroom, reading

support their child's learning at home.	administration, PDC Coordinator, PTA) Develop synchronous & asynchronous opportunities in order to meet families learning needs & availability/time schedules.	Participation in Parent/Family University sessions Feedback from participants Development of Parent/Family Resources (ie Digital, Newsletters, Video) that help parents As reflected in Annual Survey: Student: "I have fun learning." "I have support for learning at home Family; "I am informed of my child's progress." "I know what my child's teacher expects of my child." "My child's teacher helps me help my child at home."	strategies, writing, math support, Social Emotional Learning, etc. Determine who (team) would be responsible for the development of programs & resources Schedule dedicated time to create program & resources Coordinate availability of families - consider work day variations (ie. 10-12 hr shifts, day, evening, overnight shifts, weekday vs weekend work schedule)
Students will complete an anonymous survey about their overall school experiences in the past & activities/techniques past teachers may have done in lessons that students found most or least helpful. Students Interviews will be scheduled Spring 2022	Middle School Wellness Survey (Fall, Winter Spring) Student Interviews - revisit questions used during the SCEP development - Spring 2021	"Continuous School Improvement Questionnaire" results Students, Staff & Community will demonstrate an increase in responses to: Students: "I have fun learning." and Staff: "I feel that learning is fun at this school."	Complete "Continuous School Improvement Questionnaire" - Spring 2022 Schedule student interviews - including interviewers' schedule - March - April 2022

Principal will support the implementation of parent-teacher conferences and other teacher-parent-student communication mechanisms to ensure communication and connections with families.	**StudentSquare** will be further studied for full implementation. **ParentSquare** professional development for teachers will be supported. Parent Conferences will take place for students who are struggling academically and social-emotionally.	**ParentSquare** Dashboard data will be analyzed (fall, winter, spring) to determine participation & interaction rates, number of classroom and school posts, and other relevant data that indicates increased utilization. Reduction in number of course failures each marking period Increase in number of students reading/writing on or above grade levels.	Professional Learning as needed - ParentSquare faculty, administration. PDC Coordinator - schedule professional learning. Administrative team with our Partner with District Communications specialist.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I have fun learning. (66%) My teachers are good teachers. (84%) My teachers believe I can learn. (84%) I am challenged by the work my teachers ask me to do. (70%) I have support for learning at home. (75%)	90% for all
Staff Survey	I feel that learning is fun at this school. (80%) I believe that the instructional program at this school is challenging. (80%) I believe this school provides an atmosphere where every student can succeed. (84%) I communicate with parents about their child's progress. (2020: 86%), (2021: 90%) I communicate with parents often about class activities. (2020: 68%), (2021: 75%)	90% for all *12/20* responses: **19** *6/21* responses: **6**
Family Survey	I am informed of my child's progress. (70%) The school meets the academic needs of its students. (76%) The school expects quality work of its students. (80%) I know what my child's teacher expects of my child. (70%) My child's teacher helps me help my child at home. (66%)	90% for all

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

➤ High Participation in after-school clubs (90% of students staying at least once a week)

➤ Analysis of ParentSquare/StudentSquare Dashboard data (Fall, Winter, Spring)

➤ Administration, faculty, students and parents will be active on ParentSquare/StudentSquare - Approximately 75-80%

➤ 2022 Student Interviews

➤ 2022 "Continuous School Improvement" Questionnaire - There will be an increase in communication between school & home.

➤ 2022 NYS ELA & Math Assessment Results

➤ Marking Period - Course Failure Reduction will decrease for all students failing one or more of either ELA and/or Math as per their course average (2020-21 -- MP 1: 20% and MP 3 was 18.3%), **2021-2022 Goal: Course Failure Reduction will be 10%**

➤ iReady ELA Diagnostic/HMH Student Growth Measure (grades 6-8) ELA: (2020-21 -- 35% of all students were reading on or above grade level as measured by iReady ELA), *2021-2022* **Goal: 75% of all students will be reading on or above grade level by the of the school year.**

➤ SuccessMaker Math Adaptive Learning Results (grades 6-8, 8H_Algebra 1): (2020-21 -- 30.4% of all students were on or above grade level as measured by SuccessMaker Math) ***NOTE: that as of June 2021, 69% of all students completed the Initial Placement.)*** *2021-2022* **Goal: 75% of all students will be on or above grade level by the end of the school year.**

➤ **NEW** for 2021-22: Benchmark Assessments: ELA & Math

➤ **NEW** for 2021-22: Student Writing Progress Monitoring

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.

X 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	**Instructional coaching, Job-embedded coaching, Professional Learning Communities**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	All 3 of our school's commitments are framed around the need for ongoing Professional Learning that is supported through instructional coaching, job-embedded coaching, Professional Learning Communities.

☐ 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) as follows	

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) as follows	

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Dr. Stephen Grimm	Superintendent
Debora Van Slyke	Director of Curriculum & Instruction
Kathy Fonda	Director of Pupil Personnel Services
Sue Synakowski	OHM BOCES Consultant
Kathryn Ferguson	Special Education Consultant
Amie Johnson	PDC Coordinator
Dr. Shaun Carney	Middle School Principal
Anthony Sirianni	Middle School Social Worker
Danielle Tesak	Middle School Guidance Counselor
Kelly Gehring	MS ELA Teacher
Phyllis Loppicolo	MS ELA Teacher
Adriane Gemelli	MS Math Teacher
Michelle Taranto	MS Special Education Teacher
Stehli Krause	MS Parent
Stacy Butcher	MS Parent
Andrew Bashant	MS Student
Ryder Stilz	MS Student
Audrina Kingsley	MS Student
Brandon Hanson	MS Student

Gretchen Grimm	MS Student
Gideon Dreier	MS Student
Lees Divine	MS Student
Anthony Kingsley	MS Student

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/26/21		x	x	x		
6/3/21	x					
6/10/21	x					
5/26/21 - 6/15/21		x				
6/16/21	x		x	x		
6/22/21	x		x	x	x	x
June 2021			x	x	x	
July 2021			x	x	x	
August 2021			x	x	x	

Learning As A Team

Directions

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

Student Interviews

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

The SCEP team reviewed and selected a series of questions from the "Interviewing Students in Advance of Developing the SCEP" resources. Common themes emerged from the student interviews that focused around the following: School Community Connection, Personalized and Blended Learning opportunities and Social Emotional Learning needs that informed the development of our SCEP Commitments, Key Strategies and Resources.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Middle School and District teams reviewed elements of the "Culturally Responsive-Sustaining Education Framework" resources. They read "Brief #5: "What are the four principles of the Culturally Responsive-Sustaining Education Framework?" and participated in collaborative conversations about the Brief followed by an analysis of the "Equity Self-Reflection" data completed by members of the Middle School team. This analysis helped to inform our 2021-2022 SCEP Commitments.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. **X** The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. **X** The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. **X** Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: 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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.