New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
City School District of Albany	Stephen and Harriet Myers Middle School	6-8

Collaboratively Developed By:

The Stephen and Harriet Myers Middle School SCEP Development Team

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Renee Meade, Tier 2 Reading Teacher

Kevin Fitzpatrick, Math Teacher

Stacey Muscato, Social Studies Teacher

Caitlyn Lediger, Art Teacher

Kathleen Saso, ENL Teacher

John Scaringe, Teaching Assistant

Kristy Koldis, School Counselor

Molly Peluso, School Psychologist

And in partnership with the staff, students, and families of Stephen and Harriet Myers 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.

Commitments

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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to accelerating students' learning of grade-level content and skills in ELA by addressing unfinished learning that was exacerbated by COVID-19. NYSED goal: Exceed PI of 52 and Growth of 41.2
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?*	We are making this commitment because the residual impact of the pandemic continues to exacerbate and widen opportunity gaps for students that were already present, resulting in disproportionate academic outcomes, particularly as it relates to students who typically perform in the approaching proficiency range. ● Chronic absenteeism from class/school and staffing shortages negatively impacted teaching and learning outcomes. ● Requirements related to classroom seating and contact tracing stifled collaboration, organic student-to-student discourse, and the building of an intimate class culture, which was also impacted by the extensive social isolation our students experienced for a year and a half as well as the abrupt shift to 1:1 chromebooks - teachers are still exploring what the just right balance is in terms of device use in class as well as learning how to best manage the opportunities for distraction devices may amplify. ● The number of students who are academically disengaged is higher than we've previously experienced; large swaths of students are presenting with concerns related to their socio-emotional wellness, mental health, behavioral engagement, family/peer/community conflicts sometimes resulting in violence, and other high-demand needs (i.e., homelessness, food insecurity). We are struggling to address these pressing needs effectively with our existing staff and shortages in qualified and skilled job applicants. ● COVID-related tasks (i.e., contact tracing) along with the aforementioned academic disengagement have presented managerial challenges and demands for building leaders and security staff. These obstacles tend to shift focus away from academics and instructional leadership as we endeavor to address student behavior and the antecedent needs that serve as root cause.

	- The pressure, stress, and high stakes of teaching during such a challenging time has impacted staff morale, school culture, and collegial relationships, which has been exacerbated by engaging in the majority of our collaborative work virtually, perpetuating the isolation and disconnect staff members are experiencing, particularly for new teachers. - Overall, our district is not immune to the omnipresent sense of malaise that is surrounding this difficult and divisive time in both education and society at-large.
	The secondary data team model was not implemented with fidelity; teams did not consistently and systematically - review student work together for the purpose of calibrating in alignment with success criteria - modify curriculum to ensure culturally-responsive, equitable access to grade-level text and task - identify, implement, and analyze the impact of research-based strategies and interventions to support students at each level of proficiency relative to priority learning standards (beginning, approaching, achieving, exceeding) - collaboratively develop and implement lesson activities in response to student performance
	The secondary instructional feedback model was not implemented with fidelity. As a result, walkthroughs and feedback cycles did not consistently yield actionable, targeted, and relevant feedback aligned to building and/or teacher goals that teachers and teams of teachers can apply to improve instructional practice.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
CPT Team Meeting Fidelity	Supervisor will provide feedback to CPT at least 1x/month to increase fidelity of meetings.	Predetermined data cycles being implement with fidelity	CPT minutes, Literacy Coach
Instructional Feedback	Building administration and instructional supervisor increasing time in ELA and AIS classrooms focused on providing targeted feedback on pre-determined look-fors and better supporting the use of data in AIS classes.	Walkthrough tracker/ feedback tool	Walkthrough tracker
Professional Development	Professional development for ELA and AIS reading teachers will be focused on educational equity, culturally responsive pedagogy, and amplifying student voice.	Walkthrough tracker/ feedback tool	Walkthrough tracker
Use of Data	Course pass rate - target subgroups for ELA (SWD, ECO DIS, Black).

NWEA (3x/year) coupled by EasyCBM (probes every 10 days) - to monitor AIS progress. | quarterly - course pass rate

NWEA - Fall, Winter, Spring

Midyear Benchmark | NWEA training |

	Mid Year Benchmark data will be used to plan grade level prioritized standards/ unfinished learning.	EasyCBM probes (as requested during WTs)	
Follow the district monthly ELA Action Plan and integrate nuances for Myers as bulleted out to the right	ELA Action plan monitored via coach check-in meetings and at BELT via ELA SCEP subgroup.	Monthly progress monitoring	Literacy Coach, ELA Supervisor

End-of-the-Year Desired Outcomes

Schools 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	SV6 - "Our school curriculum (work) is challenging."	SV6 55.1% to 65.1% 44.40% 2021-22
Staff Survey	SPS 38 - "As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress."	SCP38 from 59.6% to 69.6% 40.70% in 2021-22
Family Survey	FES30 - "My child(ren) is required to self-monitor their progress and keep track of their own learning."	FES from 66.8% to 76.8%. 75.80% in 2021-22

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 2022-23 school year.

- Course pass rate overall and by subgroup (quarterly)
  - Q1 - 80% (SWD, ECO DIS, Black subgroups with 3% of All Students)
  - Q2 - 80% (SWD, ECO DIS, Black subgroups with 3% of All Students)
  - Q3 - 82% (SWD, ECO DIS, Black subgroups with 3% of All Students)

- NWEA achievement and growth (Fall, Winter, Spring) - 50th percentile for growth
  - Fall to Winter
  - Winter to Spring

- Easy CBM probes for AIS students (as requested during WTs)

- Midyear Additional: ELA Benchmark data
  - Grade 6 - 52% proficient in 2021-22; improve to 55% in 2022-23
  - Grade 7 - 33% proficient in 2021-22; improve to 36%in 2022-23
  - Grade 8 - 40% proficient in 2021-22; improve to 43% in 2022-23

- ELA PI goal (2018-19): 52
- ELA Growth goal (2018-19): 41.2

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to accelerating students' learning of grade-level content and skills in Mathematics by addressing unfinished learning that was exacerbated by COVID-19. NYSED goal: Exceed PI of 43.9 and Growth of 41.2
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?*	Conversations with a committee of math teachers and administrators at Myers and across the middle-level buildings revealed a strong belief that the Math Department must maintain its focus on addressing unfinished learning, which was first identified as a root cause for the 2020-2021 school year SCEP. This commitment is directly related to Stephen and Harriet Myers Middle School's mission to "develop and support successful student academic achievement", specifically in Math. The commitment is aligned to the school's vision, particularly around how we can "enable all students to reach their fullest potential." We intend to systematically use data-driven instruction to meet the needs of individual students as well as address grade-level and building-wide trends. State and local assessment data support the committee's belief that unfinished learning is a critical commitment for Myers Middle School. NYS Math test data from 2018-2019 indicates that a majority of students from Myers were not proficient in the grade-level standards and skills in math: Grade 6 - 31%; Grade 7 - 14%; Grade 8 - 2%. Mid-year benchmark data from January 2021 indicates that the majority of students from Myers continue to not be proficient in the grade-level standards and skills in math: Grade 6 - 26.51%; Grade 7 -23.27%; Grade 8 - 2.59%. The Myers Equity self-reflection revealed that "incorporat[ing] curriculum, texts, content, and assignment that activate connections to student

	experiences…" is currently at the emerging stages. To date the Math department has focused on ensuring students have access to grade-level content and increased opportunities for student voice as the main level for providing culturally responsive education. We have also integrated student interests and experiences into our curriculum by using students names, interests (identified through student surveys), and local context into word problems. The department continues to search for more culturally relevant content/projects to enhance this area of our curriculum. This is the right commitment to pursue to ensure that all students accelerate their learning of Mathematics to close the achievement gap that was exacerbated by COVID-19 as we continue to explore opportunities to make our curriculum more culturally responsive.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teaming and data cycles	*Strengths* • Meeting district-wide provides broader viewpoints and breadth of ideas • Using CSAs in eDoctrina to analyze results and guide data cycles *Opportunities* • Meeting district-wide provides broader viewpoints and breadth of ideas • Using CSAs in eDoctrina to analyze results and guide data cycles *Actions*	*Impact* • Providing structured time to plan lessons/activities that address individual students unfinished learning will accelerate student learning. • Course pass rate x4 quarters • NWEA data x3 cycles • Locally-developed progress monitoring probes aligned to NWEA	SIG- tutoring, Math Coach

	- Mondays will be district-wide to continue broader collaboration and consistency and studio-like common lessons - Wednesdays will be building-level and focus on collaboration and planning between core, AIS, SPED, ENL	learning continuum for AIS students	
Instructional feedback	*Strengths* - Positive feedback and tone - Including resources to grow practice as part of feedback *Opportunities* - Increase frequency - Teachers want cycles of inquiry - Spend more time interacting with kids during visits - Face-to-face feedback is more meaningful *Actions* - Increase frequency of visits and implement cycle of inquiry model with fidelity	*Impact:* - Visiting classrooms frequently allows us to monitor the implementation of curriculum/instruction and ensures students are engaged in activities linked to grade-level standards. Visits also inform future coaching and professional development needs. - Walkthrough instructional growth tracker	Math Coach, Math Supervisor

Professional Development	**Strengths** ● Use of eDoctrina to analyze CSAs ● Organized, available and helpful supervisor and coach **Opportunities** ● Implementing and integrating new resource into Grade 6 embed studio model ● Continue to focus on student voice ● Data analysis especially NWEA. **Actions** ● Focus on fully implementing new resources at Grade 6 and piloting lessons at Grades 7 and 8 with a focus on student voice. ● Provide training on the analysis of NWEA.	**Impact** ● Implementing a problem-solving based curriculum with a focus on discourse will increase opportunities for students to engage in the grade-level standards as an avenue to address unfinished learning with a culturally responsive approach. ● NWEA provides individualized data that can be used to address students' unfinished learning.	**Math coach, Grade 6 resource**
Benchmarks and other assessments	**Strengths** ● Consistency amongst the schools for benchmarks and topics ● Time during CPT to go over specific skills and point values	**Impact** ● Too much time is being spent assessing and collecting data. Teachers do not have time to	Math coach, NWEA training

	and modifications ***Opportunities*** ● Too much redundant testing, can we eliminate at least one? Perhaps easyCBM and/or local benchmarks? Focus on NWEA. Need more proctoring training and analysis training for NWEA. ***Actions*** ● Focus on NWEA ● Eliminate EasyCBM, use AIS teacher-created probes in eDoctrina to progress monitor between NWEA administrations ● Eliminate local benchmark to reduce over-testing in January	effectively analyze and action plan ways to address unfinished learning. By focusing on NWEA and teacher-created pobes, data will be more efficiently used to target instruction.	
Coaching	***Strengths*** ● Regular check-ins across the district, support with walkthrough feedback, accessibility of coach, resource support ***Opportunities*** ● Keep coach from being used on admin tasks ● More in-person planning time with coach, return to building teams, more lesson planning during teaming	***Impact*** ● Math Coach models best practices, data analysis, and strengthens teacher understanding of standards and skills which accelerates student learning to address unfinished	Math coach

	Actions • Math coach will use Mondays for studio-like common lessons and Wednesdays to support collaboration between teachers at the building-level. • Susan will physically be in buildings as much as possible.	learning.	
Follow the district monthly Math Action Plan plan and integrate nuances for Myers as bulleted out to the right	• Monthly: middle-level Math coach, building principal, and Math supervisor will support teachers in developing and implementing individual plans to address students needs. • Monthly: middle-level Math coach will attend PTSA meetings to provide information and answer questions about the Math curriculum. (Addresses family survey question)	Alignment between building instructional best practices, PD, and departmental growth	Math coach, Math supervisor

End-of-the-Year Desired Outcomes

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	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
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  - Q3 - 83% (SWD, ECO DIS, Black subgroups with 3% of All Students)

- NWEA achievement and growth (Fall, Winter, Spring) 50th percentile for growth
  - Fall to Winter
  - Winter to Spring

- Teacher created probes for AIS students (as requested during WTs)

- Math PI goal (2018-19): 43.9
- Math Growth goal (2018-19): 41.2

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	We will take a deeper dive into our 2021-22 commitment by a) explicitly identifying disproportionality in student proficiency (NWEA growth, course pass rate, NYSED outcomes) within the following subgroups: Students with disabilities, economically disadvantaged, and black students, AND b) maximizing the use of adult time to systematically improve outcomes for the target subgroups.
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 commitment is aligned to the school's vision***, particularly around how we can "enable all students to reach their fullest potential," while fostering "respect and responsibility" by "cultivating a culturally rich environment." Based on this commitment, we, as a school, will identify and do something to dismantle practices that lead to the predictability of student outcomes based subgroup identifiers.

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?*

This ideal emerged as a commitment as evidenced by our End Quarter 3 2021-22 Equity Dashboard, the following subgroup outcomes were far lower than the "all students" outcomes for course pass rate.

2021-22 End Q3 Equity Dashboard				
Subgroup	**% Enrolled**	**Q1 pass rate**	**Q2 pass rate**	**Q3 pass rate**
All	100%	80%	80%	82%
SWD	16%	72%	71%	73%
Non SWD	84%	81%	80%	83%
Black	46%	74%	72%	77%
White	16%	90%	90%	92%
Eco Dis	74%	76%	76%	79%
Non Eco Dis	26%	90%	87%	90%

This commitment was influenced by the "Student Interviews," "How Learning Happens," and "Equity Self Reflection." We conducted our annual DTSDE survey of staff, students, and families in January-February, completed our equity self reflection in May, and completed our student interviews in early June. The information was collected and then analyzed as outlined below:

- **Meaningful learning**: Over the last 5 years (through 2021-22), students have rated DTSDE SV Question 18, "Classes are interesting and keep my attention" between 32.6 and 41.7%. In 2021-22 we shifted this question to, " DV81: Students say the curriculum is relevant to their interests and background" at 37.3%. This was corroborated by student

focus group responses and our building's Equity Self Reflection where we rated ourselves as 48% Emerging, 44% integrating and 9% sustaining in all categories for *"Inclusive Curriculum and Instruction"* revealing that learning may not *always* be presented in ways that make learning **relevant** to student lives. **We believe meaningful learning and discussions therein have a direct impact on the disproportionality in student proficiency rates.**

- **Intentionality:** Over the last five years (through 2021-22), students have demonstrated little to no growth in their beliefs around the school providing opportunities to build social, emotional, and cognitive skills. For example, in DTSDE SV Question 18, "In class we often work with partners, or in groups" around 47%, except this past year we dipped to 33.3% (2020-21) and showed another dip in 2021-22 to 28.3%. We are trending negatively here. We saw another dip in DTSDE SV Question #23, "I am comfortable asking questions in class" from the low 50% range over the last four years to 48.8% this past year (2020-21). We did not ask this question in 2021-22, but instead looked at T24, "Teachers provide time for students to discuss topics and learn from each other" at 55.0% --- which is a good starting point. In DTSDE SV Question #6, there is an increase from 47.2 to 55.1%, "Our school curriculum (work) is challenging" in 2021-22, but we dipped back down in 2022-23 to 44.4%. This was corroborated by student focus group responses in that students admitted to struggle in learning how to engage in discourse due to social distancing and pandemic protocols over the last several years. Even more, most principal APPR evaluations identified few to no students were actually tracking their progress on priority skills/ standards over time. Even more, our building rated us as 40% emerging, 48% integrating, and 12% sustaining via the Equity Self Reflection for *"High Expectations and Rigorous Instruction ''* which is in alignment with the DTSDE survey and student focus group findings. **We believe intentionality (data-driven, purposeful, rigorous**

instruction) has a direct impact on the disproportionality in student proficiency rates.

- **Belonging and relationships:** We continue to make significant anecdotal strides here from the previous four years based on the DTSDE survey where 69% of students reported on SV38, "I am safe in my school" whereas in 2019-20 only 48% reported this. Unfortunately, we dipped back down to 48% in 2021-22 -- likely due to returning to having 700+ students onsite and the timing of the survey. We have made significant improvements since this time. Additionally, we saw a 22% increase in students reporting "Student behavior does not interfere with instruction during class time (SV43)" and a 27% increase in students reporting that "Most students in our school follow the school rules (SVV 44)." We saw a similar drop in SV 43 -- back down to 28.0% and did not ask SVV 44. We replaced SVV 44 with RC13, "Teachers and staff treat students fairly when they do not follow the rules" which was at 43.9%. Anecdotally, we improved our entry, lunch, and dismissal procedures as a midyear course correction creating a much safer learning environment for the volume of kids and volume of needs our kids displayed. Although our data dipped in the survey, our building rated us as at only 30% integrating, 61% emerging, and 9% sustaining via the Equity Self Reflection for creating a *"Welcoming and Affirming Environment."* **We still believe (and will continue to prioritize) that by establishing a** sense of belonging **and focusing on resiliency focused, relational/ restorative practices, student instructional time and engagement will increase thus directly impacting disproportionality in student proficiency rates.**

- **Identity/ agency:** This past year was almost like a reset, in that all students returned to their school buildings where we had to make midyear course corrections. 75.2% of students stated T32, "My teachers believe I can succeed," but only 57.5% statted C15, "We receive specific feedback from our teachers on the testes/ assessments

we take." Thus although students generally understood that their teachers believe in them, only half report receiving enough feedback to grow. This is corroborated also through the social emotional lens where 43.9% of students stated in I respond properly when people give me criticism or bad comments," PS57,"If I am in conflict or disagreement I am able to resolve without anger," and HW91, "If I am feeling upset for any reason, I know how to seek out help." We are teaching our students to **access trusted adults** that they identify with to support them in times where social emotional support may be needed, so students can **access and implement teacher feedback efficiently**. **We believe identity and agency have a direct impact on the disproportionality in student proficiency rates.**

This is the right commitment to pursue as we aim to eliminate the predictability of student proficiency based on the following subgroup identifiers: SWD, ECO DIS, Black.

This commitment fits into our long term plans as by focussing on ongoing professional learning and support around planning for meaningful learning by being intentional in our decision making, creating a culture of belonging through relationship building and using student identity and agency to inform our work we will be able to better create a Welcoming and Affirming Environment, uphold High Expectations and Rigorous Instruction, and establish a more Inclusive Curriculum aligned to explicit Assessment outcomes. All of this work will ultimately result in increased student social, emotional, and academic outcomes (ie ELA and math proficiency) where we will aim to decrease, and eventually eliminate, disproportionality in student proficiency.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Master scheduling	- Ensure classroom enrollment, particularly 6th grade classroom enrollment, reflects the demographics of students (ie mixing Giffen, Toast, Delaware and Montessori students to match building demographics - Maintain the prioritization Math 8 by having 1 teacher teach Algebra and one focus on Math 8 - Maintain the prioritization of Science 8 by having 1 teacher teach LE and one focus on Science 8 - Discuss at district level - Move Core CPT to earlier in the day so Admin can participate with greater frequency - Student management- one grade level transition to encores at a time wherever feasible - Maintain students on 1 floor by grade - SPED considerations: Self-contained Encore classes (mainstream	Review classroom rosters by demographic breakdown to be within range of overall building enrollment demographics Review 3-8 & Regents data to determine success by prioritizing	School counselors to create and review with Leadership team before schedules are finalized Review master scheduling considerations with district scheduling team

	individually as appropriate) and AVID class period 9 ● ENL considerations: Plan for an influx of Ukrainian refugees that are Entering/ Emerging		
AIS classes	● Admin to schedule a vision meeting with supervisors to discuss AIS in reading and math to align building vision/ needs to district ● Admin to assign one admin to ELA SCEP and one admin to MATH SCEP with an explicit focus on AIS in each area ● Review each tier2/tier 3 child to ensure they are receiving services	NWEA growth Fall to Winter and Winter to Spring Walkthrough data from AIS classes and teacher responses around use of data "What child is receiving what and why? What data shows growth?"	NWEA assessments PowerBI Wt tool Supervisor - ELA Supervisor - Math
Elementary Transition Meetings	● Gathering information on effective strategies utilized in elementary and determining implementation in MS (i.e. preventing lapse in intervention/ services). ● Discussing students receiving Tier 3 interventions who may require supports through special education while in MS ● Sharing/ Continuing implementation of SIP plans	- Progress monitoring data at Core	- Progress monitoring - SIP plans
Middle School Alternative Education recommendations	● Rerer current 6th and 7th grade students to TCCE to receive more individualized support (IEP -eligible students))	● Outcomes for students referred to TCCE	● Dashboard ● Alternative Education Leadership Team
Central Location -	● Creating a master document where	Data review at 5 & 10 weeks	- Progress monitoring

data information	all academic, behavior, and attendance information (grades, progress monitoring, NWEA, BSP, FBA/BIP) can be easily accessed for students receiving Tier 2 or 3 supports. ● Request from district exactly what we need and when so we are not manually updating.	Information from interventionists at end of 2nd quarter for students needing increase or decrease in support	data (EasyCBM) - NWEA/ (EasyCBM Benchmarks) -Tier ⅔ data (FBA,BIP progress monitoring)
Revamping CPT Meetings (Tues/ Thurs)	● 2 CPT meetings/ week - building level ● Tues: Tier 1 calibration/ PD and student referral ○ Criteria needs to be determined for referral ● Thurs: Progress monitor Tier 2/3 kids ● Referrals go to MTSS Core (after school) for review. If accepted, SIP developed prioritizing academic, attendance, or behavioral intervention based on root cause. If denied, liaison brings back to team with reason/ next steps.	Anecdotal feedback from team meetings and meeting minutes	PPS
Adjusting Current Tier2/3 to Clinical Support Meeting	● School support staff (SW, Psych, Behavior Specialist) participate in Restorative, Relational, RULER, SEL, TIC ,MM PD strands and calibrate on social emotional systems and supports throughout the building (i.e bubbles, support stations, ISS). ● Review Bubble data weekly	Limited bubble/ support station use for only students in need/ staff utilizing yellow forms appropriately Decrease in OSS	STARR, Mediation Matters, RULER

Template adjustments (SIP, CPT agenda, Clinical Support)	● Confirm referral document to use ● Confirm meeting agenda standing items, but give flexibility for add-ons	Templates created and utilized	SIG Funds
BELT (Building Equity Leadership Team)	● Reviewing and actioning the ELA, Math, and MTSS action plans. ● Areas that are not green (or goals we are not on track to meet) in action plan -> do deeper dive using IOSIE format.	Monthly BLT minutes	SIG Funds
Tutoring	● Implement tutoring to support assessment data	Student outcomes via course pass rate and NWEA assessments	SIG, TItle I Funds
Data Review/ Coach on "Multiple Opportunities for Success"	● Admin to review data by teacher and dept for targeted subgroups (SWD, ECO DIS, Black) and intervene with staff support ● Need representation on district grading committee	NWEA data by subgroup Course pass rate data by subgroup	Schedule in calendars; request support from Supervisors
Attendance Action Plan (monthly action plan under development; will be linked when complete)	● HSC completing action plan and progress monitoring/ problem solving	Monthly attendance meeting progress monitoring	Attendance Committee
MTSS Action Plan	● School Psych and APs (collateral duty) to create and monitor MTSS action plan	Central data progress monitoring, NWEA assessments, and course pass rate	MTSS Core Committee

End-of-the-Year Desired Outcomes

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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	SV6 - "Our school curriculum (work) is challenging."	SV6 55.1% to 65.1% 44.40% 2021-22
Staff Survey	SPS 38 - "As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress."	SCP38 from 59.6% to 69.6% 40.70% in 2021-22
Family Survey	FES30 - "My child(ren) is required to self-monitor their progress and keep track of their own learning."	FES from 66.8% to 76.8%. 75.80% in 2021-22

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 2022-23 school year.

- Course pass rates will increase for SWD, ECO DIS, and Black subgroups and be aligned to the building pass rate
  - Q1 - 83% (SWD, ECO DIS, Black subgroups with 3% of All Students)
  - Q2 - 83% (SWD, ECO DIS, Black subgroups with 3% of All Students)
  - Q3 - 83% (SWD, ECO DIS, Black subgroups with 3% of All Students)

- NWEA reading and math scores will grow, on average, at the 50th percentile or better
  - Fall to Winter
  - Winter to Spring

- Chronic absenteeism will decrease for all students from 39%
  - SWD - 56%
  - ECO DIS - 46%
  - Black - 46%

- OSS will decrease for all students (27%)
  - SWD - 45%
  - ECO DIS - 34%
  - Black - 37%

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
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?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools 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		
Staff Survey		
Family Survey		

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 2022-23 school year.

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 & Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This will explicitly support commitment #1 and #2 and will indirectly support commitment #3 as teachers will participate in learning communities that will a) focus on issues around whole group and individual student learning, b) collect and analyze data about student learning at predetermined times, c) develop and try out new instructional approaches facilitated by instructional coaches and d) assess the impact of these solutions. The building principal (math) and one assistant principal (ELA) will triangulate and leverage this work following walkthroughs, NWEA, and course pass rate cycles by hosting

Evidence-Based Intervention

	individual meetings with teachers and coaches to triangulate the data and determine next steps for groups of students and individual students.

☐ 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
William S. Rivers	Principal
Brianna Olsen	Assistant Principal
Amelia Gallagher	Assistant Principal
Michael Teator	Assistant Principal
Frank DelSignore	Math Supervisor
Sue Tuminaro	Math Coach
Jen Houlihan	ELA Supervisor
Jen Pryor	Literacy Coach
Sarah Wolfe	Literacy Coach
Joe Burke	Home School Coordinator
Marina Marcou'-O'Malley	Parent
Rebecca Zimmerman	Parent
Ashley Dillon	ELA Teacher
Renee Meade	Tier 2 Reading Teacher
Kevin Fitzpatrick	Math Teacher
Stacey Muscato	Social Studies Teacher
Caitlyn Lediger	Art Teacher
Kathleen Saso	ENL Teacher

Our Team's Process

John Scaringe	Teaching Assistant
Kristy Koldis	School Counselor
Molly Peluso	School Psychologist

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
11/10/2021			X	X		
12/08/2021			X	X		
01/12/2022			X	X		
02/09/2022			X	X		
04/13/2022		X	X	X		
05/11/2022	X	X				
05/23/2022				X	X	
06/01/2022				X	X	
06/15/2022	X			X	X	
06/23/2022					X	

06/27/2022					x	
06/30/2022					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

- We elicited feedback from students via
  1. annual DTSDE survey
  2. Grade level Student Equity Teams
  3. Student Lunch groups

- This helped to impact the development of our understanding of student needs and perceptions in alignment with our three commitments. This year's feedback coupled with last year's feedback helped us to further prioritize our support for students aimed at decreasing anxiety including using fidget tools, taking breaks, locating a preferred adult to connect with,etc. However, now that students have these tools, we want their focus to begin shifting to their proficiency in reading and math. We will also continue to get technology in kids' hands (i.e chromebooks and hotspots) as students value this opportunity. Ultimately, kids want (and need) to feel supported in their return from the Covid-19 pandemic and our aim is to provide this, particularly to struggling subgroups (SWDs, economically disadvantaged, and black) while navigating kids to realize outcomes where belonging to a subgroup will no longer be a predictor of outcomes.

Equity Self-Reflection

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

The Equity Self Reflection is a continuation from last year's self reflection. Our summer work continues to be collaborative between administration and teachers and will continue to focus on creating a warm and affirming environment -- particularly for black, economically disadvantaged, and students with disabilities. Our work needs to continue to be focussed and deliberate. Additionally, more accountability will be required for growing in the areas of high expectations and rigorous instruction. Walkthroughs were limited during the pandemic; however, it's time for Leadership to shift their focus back to establishing high expectations and providing feedback on maintaining/ providing rigorous instruction. We will continue to underscore this focus in 2022-23. Finally, our team understands that we are all continuing to grow in our ability to understand and unpack privilege as a means to create learning communities focused on diversity, equity and inclusion ---- we continue to have gaps in our data that proves we are not supporting specific subgroups and therefore, as an organization, our inherent biases and racial literacy needs work. By focussing on our three commitments above, we aim to use those commitments as a vehicle for change.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.