School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Sherburne - Earlville CSD	Sherburne - Earlville Middle School	6-8

Collaboratively Developed By:

The **Sherburne-Earlville Middle School** SCEP Development Team:

Alger, Samantha	Math Teacher
Carpenter, Toni	Parent
Czachowski, Jessica	Art Teacher
Ford, Jennifer	School Counselor
Hobart, Danielle	Special Education Teacher
Krivit, David	Instructional Coach
Lane, Kristie	Social Studies Teacher
Leslie, Tamie	Special Education Teacher
Mulligan, Karen	Family and Consumer Science
Parker, Michelle	Physical Education Teacher
Perry, Brad	Assistant Principal/Athletic Director
Piske-Fleming, Kathleen	Social Studies Teacher
Simmons, Kerry	Parent
Smith, Randy	Middle School Principal
Snogles, Stacey	School Counselor
Tackabury, Melissa	Math Teacher

And in partnership with the staff, students, and families of the Sherburne- Earlville 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

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to increasing student engagement.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	Our core beliefs include: ● An engaging education includes rigorous academics, as well as relevant life skills. ● Creativity and innovation are key in a rapidly changing world. During the planning meetings, the team envisioned more opportunities for collaboration and experiential learning. This was reinforced by the data from our student surveys, as well as in the student interviews. We need to make improvements in connecting in-school learning to real-world applications and increase active student engagement in meaningful tasks. Attendance data reveals a high rate of chronic absenteeism, highlighting the need for more engagement.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Attendance Data	Decrease chronic absenteeism from 27% of the student population to 22% or less of the student population.	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Valuing of School module from Panorama Education	70% positive response	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Attendance	Chronic absenteeism is at or under 22%.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Attendance	Chronic absenteeism is at or under 22%.	
Adult/Schoolwide Behaviors and Practices	Attendance Initiative	Committee meets to reinstate and revise pre-pandemic attendance policy.	
Student Behaviors and Practices	Engagement	Informal observations reveal engagement across content areas.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement instructional coaching to support student engagement strategies	-Expand current instructional coaching team to MS/HS -Conduct Needs Assessment in September, with a focus on new teachers -The Instructional Coaching team will meet bi-weekly to discuss data and strategies.	Current Coaches = Elem Math, Elem Literacy, Educational Technology Instructional Support Additional Coach = MS/HS Instructional Coach Time = bi-weekly meeting time Space = MS/HS office space
Provide professional development focused on engagement	Utilize team/collaborative, faculty and department meetings to provide engagement strategies with all staff. -Create year-long focus plan -Reinstate agendas and meeting minutes	-Google Suite for shared documents -Time scheduled for meetings
Launch Attendance Initiative including educating and informing parents	-Leverage social media and school-based platforms to increase awareness and understanding for parents. ● Utilize Student Analytics Lab to closely monitor attendance rates. ● Update and reinstate attendance plan and policies.	Use of public relations specialist from BOCES (already contracted) Use of District social media outlets

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to delivering exceptional learning opportunities for all.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	S-E's Vision Statement is: *An innovative, high performing rural school district delivering educational excellence*. We need to ensure that every student is afforded high-quality, engaging, and motivating learning experiences. During the Envision activity, stakeholders described a learning environment with collaborative, student-led learning. This commitment also relates to what we heard when listening to others. When we surveyed students, parents, and staff, they told us that they wanted a school that was focused on providing all students with an engaging learning experience. Students voiced that our instructional strategies needed to fit their learning styles. The meetings revealed that we have insufficient local academic data to measure student learning at the middle school level. The District is committed to creating a sustainable, data-informed and responsive culture. In conclusion, a commitment to delivering exceptional learning opportunities for all is essential to creating a school that is both academically rigorous and relevant for our students. This commitment is reflected in our vision for the school, what we heard when listening to others, and our analysis of student achievement data.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Learner engagement NWEA	The district hopes to see an increase in learning outcomes and learner engagement.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	Valuing of School module from Panorama Education	70% positive response	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	NWEA (6th-12th grades)	We hope to see at least a 5% increase in overall math and ELA benchmark scores from beginning to mid-year. We need to analyze the fall results to establish a benchmark, as this is the first year we are benchmarking students three times per year.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	NWEA	Fall benchmarks administered, begin to analyze data	
Adult/Schoolwide Behaviors and Practices	Attendance at professional development opportunities	Participation in professional development	

Student Behaviors and Practices	Informal walk-through observations	Students actively engaged through hands-on tasks, reading, writing or dialoguing about concepts	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement Eureka Math^2 Curriculum at 6th grade to bridge elementary to middle school	-Acquisition of curricular materials -Provide ongoing professional development through a coaching model	-Administrators will implement a learning walk through protocol to monitor the implementation of the curriculum. Results will guide professional development. -Professional Development time -Time with elementary math coach
Provide instructional coaching to support student achievement	-Expand current instructional coaching team to MS/HS -The Instructional Coaching team will meet bi-weekly to discuss data and strategies.	Additional instructional coach for MS/HS Current coaching team (Elem Literacy, Elem Math, Educational Technology Instructional Support)
Review AIS procedures and protocols	-Update AIS plan -Revisit schedules to accommodate needs -Implement NWEA at 6-8 to guide decision-making	Purchase of NWEA Time to review data and make adjustment to plan

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
We envision that this Evidence-Based Intervention will support the following Commitment(s)	● We will commit to increasing student engagement. ● We commit to delivering exceptional learning opportunities for all.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	In order to achieve the school in which we envisioned, there needs to be a shift in instructional strategies. This idea was reinforced on the surveys, as well as the student interviews.

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Alger, Samantha	Math Teacher
Carpenter, Toni	Parent
Czachowski, Jessica	Art Teacher
Ford, Jennifer	School Counselor
Hobart, Danielle	Special Education Teacher
Krivit, David	Instructional Coach
Lane, Kristie	Social Studies Teacher
Leslie, Tamie	Special Education Teacher
Mulligan, Karen	Family and Consumer Science
Parker, Michelle	Physical Education Teacher
Perry, Brad	Assistant Principal/Athletic Director
Piske-Fleming, Kathleen	Social Studies Teacher
Simmons, Kerry	Parent
Smith, Randy	Middle School Principal
Snogles, Stacey	School Counselor
Tackabury, Melissa	Math Teacher

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	**Envision:** Exploring the Vision, Values and Aspirations for the school	**Analyze:** Internal and External Data	**Analyze:** Survey Data	**Analyze:** Completing and Discussing the Tenet 1 Inventory	**Listen:** Interviewing Students	**Putting it all Together:** Completing the SCEP Planning Document	Writing the Plan
3/22/23 (3:15-7:15)	X						
4/12/23 (3:15-4:15)		X					
4/20/23 (3:15-7:15)		X		X			
8/1/23 (8:00-3:00)			X		X	X	X

Learning As A Team

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

Student Interviews

Describe how the Student Interview process informed the team's plan
Information from the student interviews was helpful in developing our plan. About 20% of the students indicated that attendance was an issue for them, which is a lower percentage than was revealed on our end-of-year chronic absenteeism report. While at school, the majority of students felt that their participation was average or strong, with only a few students self- reporting poor participation. Students discussed their preference for hands-on activities during their school day, with favorite classes including those that featured active engagement. Students reported that staff members and/or school protocols made them feel safe at school.

Next Steps

1. **Sharing the Plan:**

   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.

   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.

   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

2. **Implementing the Plan** (for all schools):

   a. Ensure that the plan is implemented no later than the first day of school.

   b. Monitor implementation closely and adjust as needed.

   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.

   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.