



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Madison Central SD	Madison Central	PK-12

Collaboratively Developed By:

The Madison Central School District SCEP Development Team

Amber Barrett, Amanda Barton, Tina Bergeron, Jess Chenel, Elizabeth Collins, LeeAnn Cucci, Melissa Helmke-Davie, Bridget Idzi, Brian J Latella, Anthony Mancuso, Amanda McCormick, Jess Mortensen, Amber Neiss, Melissa Nelson, Larry Nichols, Megan Smith, Virginia Whitford

And in partnership with the staff, students, and families of Madison Central School District.

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 I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing classroom learning environments that are <u>engaging</u>, <u>focused</u>, and <u>productive</u>.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this Commitment fit into what we envision for the school?</i>• <i>How does this Commitment relate to what we heard when listening to others?</i>• <i>How does this Commitment connect to what we observed through analysis?</i>	<p>We believe that as a school we have the responsibility to prepare our students to feel successful and we know that the most thorough research to date on classroom best practice has revealed the number one factor that impacts student learning is engaging teaching (#1). Through the SCEP planning discussions it was noted that teachers recognize that they continue to need time to reflect on their curriculum, collaborate with other staff, and attend professional development (#1)</p> <p>In addition, our survey of students revealed 85-90% of respondents care about their school work, that they perform well, and that they want an increase in collaborative work with peers through hands-on learning (#2), but that 33% of those students feel the number one barrier to learning is other students' behavior. In order to have engaging, focused, productive classrooms, the school commits to consistent expectations and consequences for managing student behavior (#3).</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Learning Walk data	We believe that by the Spring of '24, 80% of classroom learning environments visited during learning walks will demonstrate an increase in student collaboration and discussions, for example $\frac{1}{3}$ teacher talk, $\frac{2}{3}$ student talk. In addition at least one engagement strategy (such as mix pair share, working flip charts, brain breaks, thumbs up, thumbs down), as per Madison-Oneida BOCES professional development, will be evident in 90% of classrooms (#1) (First time collecting this data)	
	Survey	Surveys and interviews will show that 10% or less of students feel that other students' behavior is the #1 barrier to their learning. (Current 33%) (#3)	
	Course Grades	70% of students will achieve an end of the year average of 80% or higher. (Current 60%) (#1,#2)	

Commitment 1

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Other student’s behavior is the #1 barrier that stops you from doing your best at school? (#3)	10% decrease (current 33%) in selection of “other students’ behavior” being the #1 barrier	
	I feel the following classrooms are engaging, focused, and productive (Grade Level + subject: Grade 7 Math) (First time surveying this topic) (#1)	Students’ surveyed will report that 60% of their classrooms are engaging, focused, and productive.	
Staff Survey	I feel Madison Central School is providing enough choice for my professional development. (First time surveying this topic) (#1)	70% agree	
	I feel that students’ behavior is a barrier to all students’ learning. (First time surveying this topic) (#3)	20% or less agree	
Family Survey	The school has consistent rules, expectations, and consequences. (#3)	70% agree	
	The academic programming is engaging, focused, and productive. (#1) (First time surveying this topics)	70% agree	

Commitment 1

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Learning walk data	We believe that by January of '24, 50% of classroom learning environments visited during learning walks will demonstrate an increase in student driven discussions, for example $\frac{1}{3}$ teacher talk, $\frac{2}{3}$ student talk. In addition at least one engagement strategy will be evident in 40% of classrooms. (#1,#2) (First time collecting this data)	
	Survey	Student interviews will show that 20% or less feel that other students' behavior (current 33%) is the #1 barrier to their learning. (#3)	
	Course Grades	65% of students will achieve an average of 80% or higher. (#1) (Current 59.5%)	

Commitment 1

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Course Grades	65% of students will have an overall grade of 80 or higher in order to show classroom learning environments are engaging, focused, and productive. (Current 60%) (#1)	
	Attendance / Behavior	85% of students will have been absent less than 5 days in order to show classroom learning environments are engaging, focused, and productive. (#1) (Current 81%) Office referrals will be reduced by 50% in order to show classroom learning environments are engaging, focused, and productive. (#1) (Current 174 referrals)	
Adult/Schoolwide Behaviors and Practices	Instruction	Each classroom will show evidence of an increase in student driven discussions (student collaboration/sharing or purposeful work time) and use of engagement strategies. (#1, #2) (First time collecting data on this topic)	
	Expectations	All staff will show evidence of consistent expectations for students and self. (#1, #3) (First time collecting this data)	

Commitment 1

Student Behaviors and Practices	Attendance	Less than 20% of students will reach the equivalent of chronic absenteeism. (#1) (5 weeks equals 2 days, 8 weeks equals 4 days, 10 weeks equals 5 days)	
	Behavior	Less than 20% of students will be removed from classroom instruction (#1) (First time collecting this data)	
	Interviews	Participation in student interviews each 5 week period (#1-3) (First time collecting this data)	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Google Drive/Calendar (#1)</p>	<p>Professional Development on use of Shared Google Drive, Google Calendars in order for teachers to reflect on their curriculum, collaborate with other staff, and attend professional development with increased attendance.</p>	<p>Time reserved on Professional Development Days. Build into New Teacher Mentorship</p>
<p>Collaborative Planning (#1, #3)</p>	<p>Planned calendar of meetings to discuss: Student support through MTSS Building Faculty Meetings Vertical Team Curriculum Days</p>	<p>Develop the congruent calendar prior to the 23-24 school year. Subs for each department</p>
<p>Engagement Strategies (#1, #2)</p>	<p>Faculty and staff will give students' options for learning instructional content, as well as options for showing what they've learned (such as mix pair share, working flip charts, brain breaks, thumbs up, thumbs down), as per Madison-Oneida BOCES professional development</p>	<p>Time to develop learning walk process Dedicated time @ faculty meetings</p>

Commitment 1

	<p>One-third teacher talk, Two-thirds student talk relative to a full period class (40 minutes).</p> <p>PK-12 teachers will provide a movement activity during classroom instruction (equivalent to a 40 minute period) - ie: Word Workouts, Think/Pair/Share, Gallery Walk</p>	
<p>Positive Behavioral Interventions and Supports (#3)</p>	<p>Refresh and Reimplement Positive Behavioral Interventions and Supports in Grades PK-5, while exploring opportunities to implement in Grades 6-8 & 9-12.</p> <p>Implement Tier II team for minor/major office referral documentation Grades PK-5.</p> <p>Communicate and/or develop Consistent behavioral expectations and consequences in order to provide engaging, focused and productive classroom environments.</p>	<p>Funding for prizes, incentives, celebrations</p> <p>Sub coverage for planning and professional development</p> <p>School visits</p> <p>Conference funding</p>
<p>Second Step SEL Program</p>	<p>Social Emotional Learning Curriculum PK-8.</p>	<p>Funding for curriculum</p>
<p>RULER Program (#3)</p>	<p>Year 2 of Implementation for faculty/staff to understand RULER approach. RULER approach is a systematic approach for adults and students for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.</p>	<p>Funding for after-school meetings.</p>

Commitment 1

<p>Professional Development for teachers/staff to grow additional strategies leading to engaged, focused, and productive classroom environments. (#1, #2, #3)</p>	<p>Managing Challenging Behavior Managing Special Needs</p> <p>Crisis Intervention Prevention (CPI) training for educators who directly intervene in crisis situations, teaching staff de-escalation techniques as well as restrictive and nonrestrictive interventions.</p> <p>Future Farmers of America Curriculum for Agriculture and Science Education (CASE)</p> <p>Arts in Education Band, Chorus, Orchestra educational trips to visit museums, attend concerts and plays.</p> <p>The 2023 CSForNY State Summit is an opportunity to build and amplify momentum to reach more New York students with quality, equitable, and sustainable K-12 computer science education programs. The CSForNY State Summit will convene K-12 computer science education stakeholders, including state-level decision makers, business & industry, K-12, local CS education leaders, nonprofit and community based organizations, and funders.</p> <p>New York State Association for Computers and Technologies in Education (NYSCATE) Conference - November</p>	<p>Funding for PD Partnership w/ Kelberman Center Funding for PD</p> <p>Conference Funding Nat'l and NYS</p> <p>Field trip funding</p> <p>Funding for subs Thurs Sept 28 4-7p and Friday Sept 29 9-2p</p> <p>Conference funding 11/18 - 11/20</p>
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Commitment 1

	<p>Association of Mathematics Teachers of NYS To ensure better coordination of all activities of mathematics groups in the state.</p> <p>To afford a medium of exchange views regarding the teaching of mathematics</p> <p>To further the cooperative study of problems relating to the teaching of mathematics at all four levels, elementary, junior high, senior high and college.</p> <p>To encourage active interest in mathematics and mathematics education.</p> <p>To serve as liaison between the State Education Department and the field.</p> <p>Nov 2023 Syracuse (AMTNYS)</p> <p>Association for Supervision and Curriculum Development (ASCD) Our community of educators and adult learning specialists work alongside your team to deliver professional development. ASCD has helped millions of educators advance their careers and improve education since 1943. Today, our expanding resources and learning experiences provide flexible paths to achieve your goals and strengthen your school and system.</p>	<p>Conference Funding</p> <p>Funding for PD Membership, Conferences/Summit</p> <p>Funding for workshops</p>
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Commitment 1

	<p>The Reading League The Reading League’s vision is that all educators who teach students to read will use evidence-aligned practices, resulting in successful reading outcomes for their learners. Faculty will attend workshops to receive professional development. Oct 2-4, 2023 Syracuse</p> <p>Learning in the Brain Conference Learning & the Brain® connects educators with the latest scientific research and evidence-based practices to improve instruction and interventions in schools. Through conferences, one-day seminars, summer institutes, and on-site PD, Learning & the Brain® provide professional development to educators including teachers, school administrators, clinicians, counselors, and speech-language pathologists. Boston Nov 17-19, 2023 (Fri-Sun) NYC Apr 18-20, 2024 (Thurs-Sat)</p> <p>Orton-Gillingham Multisensory Approach to increase students early reading development</p> <p>RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) Implementation Conference Social-Emotional Curriculum New Haven, CT 3/4-5, 2024</p>	<p>Conference Funding Travel & Lodging Funding for materials Funding for training</p> <p>Funding for conference Travel & Lodging</p> <p>Funding for conference Travel & Lodging</p> <p>Funding for conference Travel & Lodging</p>
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Commitment 1

	South by Southwest (SXSW) in Education - March 4-7, 2024, Austin, TX SXSW EDU is a vibrant and dynamic event that brings together the brightest minds in education to share ideas, network, and create the future of teaching and learning	Funding for conference Travel & Lodging
Data Cycle Review (#1)	Provide an opportunity to explain/show faculty/staff the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction.	Funding for after-school planning Subs for 5 days
Reading Specialist (#1)	Part time equivalent (not probationary) or similar to provide reading interventions for students in Grades 6-8+	Funding for part time position - one year.

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to building and sustaining a culture of respect and professionalism focused on student connectedness that nourishes lifelong learning.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> ● 	<p>Our students strive to feel a sense of connectedness to school. School connectedness (#4) reflects students’ belief that peers and adults in the school support, value, and care about their individual well-being as well as their academic progress. Every student needs to be able to develop trusting relationships with adults and peers.</p> <p>Through our student interviews we learned that students had the perception that some of their teachers do not care and won’t help them, as well as experiences of stress/pressure in and out of school. In addition, 40% of students' main priority while at school is to socialize with friends. (#6) We aim to prioritize restoring and building connections within our school and within our community (#5) to help build these relationships building a culture of respect and professionalism.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Learning Walk Data	We believe that by the Spring of '24, 80% of classrooms learning environments visited during learning walks will include evidence of group work and/or student to student collaboration. (#6)	
	Surveys/Interviews	Surveys and interviews will show that 90% of students feel connected to the school community. (#4)	
	Programming	Successfully held, through partnership with our students: Community Picnic, Houses 2.0, Mentorship Programs, Service Learning Projects, Wellness Day, 3 and Me, E-Sports Club, College/Career/Community Night, and created a School Mascot (see strategies section) to help build and sustain a culture of respect and professionalism focused on student connectedness. (#4, #5)	

Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I feel like my teacher knows the real me (#5)	90% agree	
	Teachers are interested in my ideas (#4)	80% agree	
	School helped me build strong and healthy relationships with peers. (#4, #5)	75% agree	
	School helped me build strong and healthy relationships with adults. (#4, #5)	75% agree	
	(First time data collection in this area)		
Staff Survey	The school values the work I do to support students beyond the curriculum (#4)	80% agree	
	I have the opportunities to build strong and healthy relationships with students. (#4, #5)	80% agree	
	I have the opportunities to build strong and healthy relationships with colleagues. (#4, #5)	80% agree	
	(First time data collection in this area)		
Family Survey	My child(ren) feel connected to the school (#4)	80% agree	
	The staff at this school care about my child(ren). (#4, #5)	90% agree	
	(First time data collection in this area)		

Commitment 2

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Learning Walk Data	We believe that by January of '24, 50% of classrooms visited during learning walks will include evidence of group work and/or student to student collaboration. (#6)	
	Surveys/ Interviews	Surveys and interviews will show that 65% of students feel connected to the school community. (#4)	
	Programming	Either completed, in progress, or have schedules to begin planning for Community Picnic, Houses 2.0, Mentorship Programs, Service Learning Projects, Wellness Day, 3 and Me, College/Career/Community Night, E-Sports Club, and created a School Mascot (see strategies section) to help build and sustain a culture of respect and professionalism focused on student connectedness. (#4, #5)	

Commitment 2

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Mentoring Team Building Attendance	Students are experiencing stronger student-student and student-teacher relationships as a result of this programming. (#5) (First time collecting data on this topic) Due to an increase in school connectedness, there is growth in student attendance. (#4) (First time collecting this data)	
Adult/Schoolwide Behaviors and Practices	Mentoring Houses Team Building	Adults are experiencing stronger teacher-teacher and teacher-student relationships as a result of this programming. (#5) (First time collecting data on this topic)	
Student Behaviors and Practices	Interviews Mentoring	Participation in student interviews for the first 5 week period, then each 10 weeks following that, facilitated by the SCEP planning team. (#4) Students are engaged in the mentoring process. MS/HS students mentoring Elementary students through teacher referral. (#5) (First time collecting data on this topic)	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Keynote Speaker: John Perricone <i>Why Am I a Teacher?</i> (#4, #5)</p>	<p>Mr. Perricone will ask teachers (and the entire school community) to reflect upon the profundity of their mission as educators. He will provide insights, guidance, and philosophy (through practical, interactive exercises and discussions) that speak to the very soul of what it means to truly inhabit the identity, acumen, artistry, and passion of being a teacher increasing school connectedness to reflect students’ belief that peers and adults in the school support, value, and care about their individual well-being as well as their academic progress</p>	<p>Funding for speaker</p>
<p>Community Picnic (#5)</p>	<p>Welcome Back event - September 5, 2023 2nd Annual Community Picnic to aim to prioritize restoring and building connections within our school and within our community to help build strong and healthy relationships.</p>	<p>Team to plan Funding for supplies</p>

Commitment 2

<p>Extend Opportunities for students to engage with one another, particularly at the start of the year. (#4, #5, #6)</p>	<p>Houses 2.0</p> <p>The first two days of school on September 7 & 8, 2023 will focus on team building, to aim to prioritize restoring and building connections within our school and within our community to help build relationships, including</p> <p>The School will improve and develop new Mentorship Programs:</p> <p><u>Teacher to Teacher</u> - Year 2 <u>Teacher to Student</u> - Elem to MS/HS <u>Student to Student</u> - MS/HS to Elem stud.</p> <p>Shadowing Days: Teacher w/student, Student w/student</p> <p>Teachers and students eating school meals together, and other opportunities for students to eat with their friends at school. These interactions help improve social skills and build positive relationships, which is an indicator of school connectedness.</p> <p>Syracuse Mets Education Days Team Building Field Trip to Syracuse Mets Spring Baseball games specifically for school groups</p>	<p>Planning and funding for supplies/End of year picnic/nutrition for monthly meeting</p> <p>Planning and funding for field trips. \$825 x 4 The Root Farm</p> <p>Support from ICAN</p> <p>Funding for stipends</p> <p>Funding for subs</p> <p>Funding for coverage so teachers can eat in cafeteria</p> <p>Quarterly Opportunity for large meal together</p> <p>Funding for registration</p>
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Commitment 2

College/Career/ Community Night (#4, #5)	Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.	Funding for Planning Team/Event
Wellness Day (#5, #6)	PK-12 students will participate in a Wellness Day to include different community partners to learn about health and wellness in their daily lives reflecting students' belief that peers and adults in the school support, value, and care about their individual well-being.	Planning Team Funding
MTSS / Special Education (#4)	The District will continue to develop the process and procedures around our Multi-Tiered Systems of Supports (MTSS) model, including strengthening our Special Education systems due to teacher requests for increased support and to make students with disabilities feel more connected to the school.	Funding for subs and before and after-school planning School Visitations
Group Work/Student Collaboration (#6)	Group work will be prioritized in classrooms, discussed in department meetings, and supported through PD for MS/HS faculty to increase school connectedness and peer relations.	Time dedicated at Pre-service & Superintendent Conference Days
Service Learning Projects (#5, #6)	In connection with our partnership with Integrated Community Alternatives Network (ICAN), Grades 5 & 6 will work together to develop service learning projects.	Planning Team Materials for projects Transportation costs

Commitment 2

	Students will have opportunities to showcase their projects. (College/Career/Community Night)	
Innovative Scheduling (#5)	<p>Collaboration Across Building Study Hall Advisory Electives Learning Labs Learning Center</p> <p>Teaching Assistants trained in specific content to support student learning during study halls in order to help students reach potential.</p>	<p>Planning Days Funding for after-school meetings</p> <p>Funding for school visits.</p> <p>Funding for SH advisor</p>
Promote physical activity opportunities (#4)	Classroom teachers will provide physical activity opportunities (PE, recess, classroom physical activity) to give students the time to practice skills needed for resolving conflicts, respecting others, cooperating, helping others, and being a role model, which have been known to enhance school connectedness.	<p>Planning Team Funding for consultants, visits to other school Districts.</p>
3 and Me Program (#5)	Monthly evening meetings for 3 year olds and families and to acclimate to the school building increasing school connectedness, in addition, to provide any needed Early Intervention services.	Funding for programming, including Basics
Learning Club (#4)	Students will engage in a learning club in order to feel connected, the program will run 4 nights per week, 1 hour for each session.	Funding for after-school compensation
E-Sports Club (#4)	Helping students feel connected, providing students with a non-traditional environment to excel in competition. Providing students with an opportunity to take a path toward higher education.	<p>Funding for Coach</p> <p>Funding for Equipment</p> <p>Visits to other schools.</p>

Commitment 2

School Mascot (#4, #5)	Bringing back a school mascot (The Blue Devil) to visit Elementary classrooms and be present at athletic events to strengthen school pride/school connectedness.	Funding for costume
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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:

<p>Evidence-Based Intervention Strategy Identified</p>	<p>Instructional Coaching</p>
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>Commitment #1 - Learning Walks to support engagement strategies.</p> <p>Commitment #2 - Learning Walks to support group work and student-student collaboration.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>During the envisioning process, students expressed that the MS/HS instruction through lecture is pervasive and they would like to see more student led classrooms and hands-on learning, leading to an increase in engagement.</p> <p>During the analyzing process, teachers expressed interest in developing teacher-teacher mentoring, including visiting other classrooms to learn from colleagues. Due to the large number of urgent interventions needed and referrals to MTSS, Tier 1 instruction needs improvement.</p> <p>During the listening process students expressed that not everyone learns best from lectures, that not one way works for everyone, or just sitting and taking notes, but they would like more hands-on learning and exciting/fun activities. They would also like teachers to explain instruction better and in different ways.</p>

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
Amber Barrett	MS/HS Math teacher
Amanda Barton	Instructional Coach
Tina Bergeron	Grade 2 teacher
Jess Chenel	HS Math teacher
Elizabeth Collins	Special Education
LeeAnn Cucci	Elementary Principal
Melissa Helmke-Davie	Parent
Bridget Idzi	Grade 1 teacher
Brian Latella	Director of Curr/Inst/SpEd
Anthony Mancuso	Grade 9 student
Amanda McCormick	Grade K teacher
Jess Mortensen	MS/HS ELA teacher
Amber Neiss	Grade 6 teacher
Melissa Nelson	Grade 2 teacher
Larry Nichols	MS/HS Principal
Megan Smith	Grade 9 student
Virginia Whitford	Parent

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
5/22/23	x						
5/23/23		x					
5/30/23			x				
6/5/23			x				
6/6/23				x			
6/12/23					x	x	
6/13/23						x	x
6/20/23							x

Learning As A Team

Directions

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

Student Interviews

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

Based off of the responses from the student surveys, student interviews focused on 3 areas:

1. Student Behavior

We learned that student behavior is the #1 barrier to student learning. We learned that students would like to see consistent expectations and consequences for those interrupting learning. Students feel that students that exhibit challenging behaviors receive all the attention and those that meet expectations do not get enough recognition. We learned that students feel safe.?

2. Feelings of pressure/stress towards school work and responsibilities outside of school

We learned that students do not feel that the workload is overwhelming across the school year, but just at certain points of the year, for example at the end of the marking period students felt that teachers loaded them up on homework and assessments in order to get grades for report cards. Students don't feel that teachers talk to each other in order to know how much work they are giving during a specific period. Students realized they need explicit instruction on how to manage their time, prepare for assessments, and learn life skills while in school.

3. Student empowerment/connectedness

Students do not feel that they have input in the majority of their classes, they are just told what to do, but that there is compromise if there are conversations, but some students feel that teachers get annoyed with them if they ask questions. Peer relationships are not as strong as they could be, because they feel belittled if they share in a group conversation and that a lot of students seem angry. Students believe that older kids need physical movement (recess) and time outside too.

Next Steps

Next Steps

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