



School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
West Seneca Central Schools	West Middle School	6-8

Collaboratively Developed By:

The West Middle School SCEP Development Team

- David Kean - Principal
- Karen Jarosz - Teacher
- Tracy Tronolone - Parent
- Aimee Smart - Parent
- Mary Castiglione - Parent
- Robin Schreiner - Teacher
- Katie Bongiovanni - Assistant Principal

And in partnership with the staff, students, and families of West 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 then 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 I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>West Middle School commits to ensure that every child:</p> <ul style="list-style-type: none"> ● is engaged in meaningful learning that is relevant to them. ● can see themselves reflected in teachers, leaders, curriculum, and learning materials. ● has the opportunity and authority to drive and shape their own learning.
<p>Why are we making this commitment? <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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>West Middle's long-term plan is to ensure that our school is a place that creates well-rounded students who are prepared for college and/or career.</p> <p>Based on data gathered from the Equity Self Reflection Document and student, parents and teacher Interviews, ensuring that the school had a meaningful curriculum was a common theme among all groups. As a school community, our focus is to focus on teacher collaboration on key curriculum to ensure all of our students are successful.</p> <p>This commitment aligns with the "How Learning Happens" document as the commitment focused on meaningful learning, agency and identify.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Guidelines and expectations for study</p>	<ul style="list-style-type: none"> ● Create guidelines and expectations for study hall by grade level to include: <ul style="list-style-type: none"> ○ Behavior ○ Study habits ○ Organizational skills ○ Support ○ Resources Available ○ How to use agenda ● Share guideline and expectation with parents at open house and add to student planner ● Share guidelines with faculty and staff ● Teachers share guidelines with students ● Implementation 	<ul style="list-style-type: none"> ● Study hall expectations ● Parent Surveys ● Student Surveys ● Staff Surveys ● Student Performance 	
<p>Professional Development on Building Relationships</p>	<ul style="list-style-type: none"> ● During PD with teachers, have them revisit the “Why” we are here. Reinforce ideas continually throughout the year by providing opportunities for teams to share thoughts, ideas, values and reflect. 	<ul style="list-style-type: none"> ● Student Surveys ● Parent Surveys ● Teacher Surveys 	<p>Funds for Books</p>

Commitment 1

	<ul style="list-style-type: none"> ● Encourage teachers to do more “get to know you” activities throughout the entire school year to learn about the identity of the students they teach and embed within instruction ● Bring in keynote speaker during pre-planning to motivate and remind teachers of the importance of relationships ● Book studies around the Jimmy Casas books: <i>Culturized and Handle with Care</i> 		
Data Driven Instruction	<ul style="list-style-type: none"> ● Calendar data days 4 days a year ● Hold grade level data focused team meetings to discuss specific students and their needs. ● Professional Learning on how to use various MAP reports to drive instruction (Step by Step). ● Provide opportunities to teach parents about the MAP reports and what it means 	<ul style="list-style-type: none"> ● Student Data ● Staff surveys 	BOCES or facilitator to help interpret data
Goal Setting for Students	<ul style="list-style-type: none"> ● Create a committee to determine the process of how students can set goals on assessments and daily life goals. ● Create a system to reward students for meeting goals ● Train staff on the process for setting goals with students 	<ul style="list-style-type: none"> ● Student Surveys ● Student Data 	Funds for incentives

Commitment 1

<p>CRSE Framework</p>	<ul style="list-style-type: none"> ● Continue to build diverse classroom libraries that reflect the diversity of the student population ● Solicit title of books from teachers to integrate into their curriculum 	<ul style="list-style-type: none"> ● Teacher Survey ● Parent Survey ● Family Survey 	<p>Funds for instructional books</p>
<p>PM Learning Lab</p>	<ul style="list-style-type: none"> ● Build on success of the Learning Lab and create a “PM Lab” to provide opportunities for students to experience the learning lab during after school hours ● Students can use the lab via teacher sign up or self select. 	<ul style="list-style-type: none"> ● Teacher Surveys ● Student Data 	
<p>Vertical Collaboration within the schools in the district</p>	<ul style="list-style-type: none"> ● Provide additional time on staff development days to collaborate vertically across schools within content areas 		

Commitment 1

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	● The school provides instructional material (e.g., textbooks, handouts) that reflect my cultural background ethnicity and identity (87%)	90%
	● My teacher often connect what I am learning to life outside of the classroom (70%)	80%
Staff Survey	● The school encourages students to take challenging classes no matter their race, ethnicity, nationality or cultural background (97%)	97%
Family Survey	● The school encourages students to take challenging classes no matter their race, ethnicity, nationality or cultural background (85%)	90%
	● I feel welcomed at the school (85%)	90%

Commitment 1

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.

ELA

By June 2023, students in grades 6, 7, and 8 will be at benchmark of 21% or higher as measured by MAP End of Year data

- 6th grade goal= 90% at or above benchmark
- 7th grade goal= 89%% at or above benchmark
- 8th grade goal= 80%% at or above benchmark

Math

By June 2023, a total of our students in grades 6, 7, and 8 will be at following benchmarks of of 21% or higher as measured by MAP End of Year data

- 6th grade goal= 83% at or above benchmark
- 7th grade goal= 83% at or above benchmark
- 8th grade goal= 80% at or above benchmark

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>West Middle School is committed to ensure that every child:</p> <ul style="list-style-type: none"> ● feels safe, respected, supported, and a true sense of belonging. ● has strong, trusting relationships with adults and peers. ● intentional opportunities to practice and build social, emotional, and cognitive skills.
<p>Why are we making this commitment? <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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>A philosophical belief at West Middle among faculty, staff, families, and our students is a team-mentality approach in creating the total student. Collectively, our goal is to continually develop a rigorous curriculum, robust extracurricular, and a positive athletic and sports program whereby students develop a sense of belonging.</p> <p>This commitment aligns with the West Middle Character Traits that ensure students become Well-Rounded, Empathetic, Studious, and Trustworthy. Based on the <i>"How Learning Happens" document</i> our commitment addresses belonging, relationships and intentionality. Data from the Equity Self-Reflection, and student, staff and parent interviews, show that it is important for students to have positive and meaningful relationships with adults.</p> <p>As a school, our ultimate plan is provide a place that lessens anxieties and stresses and make school a place where student not only learn, but have fun as well</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Taste of West Middle</p>	<ul style="list-style-type: none"> ● Create a committee to plan for Taste of West Middle <ul style="list-style-type: none"> ○ Highlight the different cultures, ethnicities, backgrounds in the school ○ Stakeholders will be asked to bring dishes that represent their cultures ○ Ask families to bring recipes and compile them in a “Taste of West Middle School CookBook” 	<ul style="list-style-type: none"> ● Event Attendance ● Staff Surveys 	
<p>West Fest</p>	<ul style="list-style-type: none"> ● Continue to grow and expand upon West Fest ● Create a committee to bring more diversity to West Fest <ul style="list-style-type: none"> ○ tables and booths ○ club presentations 	<ul style="list-style-type: none"> ● Event Attendance ● Surveys 	

Commitment 2

<p>Clubs and School Activities</p>	<ul style="list-style-type: none"> ● Determine ways to market the clubs and activities to gain more participation ● Work with club sponsor/advisors to discuss ways that students can become involved in community projects and map a calendar of activities 	<ul style="list-style-type: none"> ● Club Enrollment ● Success of Sponsored events throughout the year 	<p>Stipends for Advisors</p>
<p>Attendance Campaign</p>	<ul style="list-style-type: none"> ● Identify students that are chronically absent ● Meet with families to develop plan of action ● Partner students with a “check-in” partner (student/friend/teacher within the building) ● Partner with RISE ● Conduct home visits 	<ul style="list-style-type: none"> ● Attendance Reports ● Student Grades for at risk students 	<p>Attendance Incentives</p>
<p>Field Trips</p>	<ul style="list-style-type: none"> ● Provide more opportunities for students to participate, in smaller groups (i.e. grade level, clubs etc.) ● Conduct team trips to BNCC 	<ul style="list-style-type: none"> ● Number of field trips conducted ● student feedback 	<p>Funds for Field Trips</p>
<p>Flexible Seating</p>	<ul style="list-style-type: none"> ● Explore options for flexible seating for specific classrooms ● Purchase flexible seating 	<ul style="list-style-type: none"> ● Classroom with flexible seating 	<p>Funds for flexible seating</p>

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities. (75%) 	80%
	<ul style="list-style-type: none"> I regularly participate in extracurricular activities offered through this school, such as, school clubs, or organizations, musical groups, sports teams, student government, or any other extra-curricular activities. (69%) 	75%
Staff Survey	<ul style="list-style-type: none"> I feel satisfied with the recognition I get for doing a good job. (89%) 	90%
	<ul style="list-style-type: none"> This school inspires me to do the very best at my job. (93%) 	93%
Family Survey	<ul style="list-style-type: none"> This school is a friendly place overall. (87%) 	90%
	<ul style="list-style-type: none"> At this school, my child feels like he/she belongs. (80%) 	85%

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

Commitment 2

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

ELA

By June 2023, students in grades 6, 7, and 8 will be at benchmark of 21% or higher as measured by MAP End of Year data

- 6th grade goal= 90% at or above benchmark
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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.

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Evidence-Based Intervention

XX 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	Attendance
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	West Middle School is committed to ensure that every child: <ul style="list-style-type: none"> ● feels safe, respected, supported, and a true sense of belonging. ● has strong, trusting relationships with adults and peers. ● intentional opportunities to practice and build social, emotional, and cognitive skills.

Clearinghouse used and corresponding rating

- XX 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	

Evidence-Based Intervention

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
David Kean	Principal
Karen Jarosz	Teacher
Tracy Tronolone	Parent
Aimee Smart	Parent
Mary Castiglione	Parent
Robin Schreiner	Teacher
Katie Bongiovanni	Assistant Principal

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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
May 10-11, 2022	X	X				
June 22, 2022			X	X	X	

Learning As A Team

Directions

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

Student Interviews

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

The student interviews were held with two groups of students by grade level. Students were provided a list of topics to choose from for the focus groups. The students were interviewed by the SCEP team, with a teacher present. The students discussed the following topics: Covid 19 - Virtual, Hybrid Learning and In Person Learning, and School Culture/Atmosphere

Equity Self-Reflection

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

Teachers were provided a copy of the Equity Self Reflection and asked to share strengths and areas of growth that they saw based on the implementation of practices throughout the school year. The information was compiled in a document and was reviewed by the SCEP team to identify themes. The data from the Equity Self Reflection and the staff survey was used to determine the commitments for the school plan.

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.