New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

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

Collaboratively Developed By:
The East Middle School SCEP Development Team *And in partnership with the staff, students, and families of East Middle School:* Dr. Sharon M. Loughran Mr. Ryan J. MacKellar Mrs. Ann Marie Canaple Mr. Warren Yokom Mrs. Leanna Parzych Mrs. Melinda Andolina Mrs. Katie DiLoro Mrs. Jodie Nuwer Mrs. Rosalia Carraba Mrs. Jennifer Dobe Mrs. Kelly Kostek

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

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

Resources for the Team

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

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

- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We Commit To Deepening Connections Among Students, Staff and the Community
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Since March 2020, our school community like others around the globe, have experienced very challenging times and adjusted to life during a global pandemic. In preparation for return to "normal" academic operations for the 2021-2022 school year, students expressed the need for peer and adult interactions since many of our students were "all-virtual" for the majority of their 2020-2021 school year. For those students that were able to return to school in a hybrid fashion, they were mandated to remain 6 feet apart from their peers and wear masks at all times. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a child. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends, building relationships with staff, and strengthening existing friendships. The Equity Self-Reflection revealed that those who completed the survey believe that we're primarily at the "Emerging" level when considering including students as co-designers of the curriculum. A driving value behind our school has been our collective belief that we have a shared responsibility that all children have the right to a learner-centered education that promotes and supports intellectual, emotional, physical and social growth and ensures opportunities for achievement at their highest potential. The adjustments that needed to be made in response to COVID-19 made physical and social growth increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extend opportunities for students to engage with one another, particularly at the start of the year.	Increase extracurricular and afterschool activities/opportunities for grade level and/or entire student population.	We will gauge success by the level of student attendance at activities.	Funding for extracurricular activities, community engagement, and field trips including food, transportation, and staff planning
Targeted efforts to increase participation in after-school clubs	Extracurricular interest solicitation

Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance and school engagement. | At least 60% of students will identify at least one extracurricular activity they are involved in outside of regular school hours.

Student involvement will be measured via student surveys. | Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors |
| **Increase efforts to encourage students to become active members in the school community** | 2021-2022 school year creation of Capstone Class

Offer opportunities for students to give back to the community
Service- learning projects | Students will be instrumental in identifying projects and planning steps to implement the project. | Materials for projects (TBD), potential transportation costs, time for teachers/advisors to plan service-learning projects |

Increased emphasis on cooperative learning and group work	Emphasize to staff at the beginning of the school year students' SEL and cooperative learning needs post COVID. Provide students opportunities to participate in group activities throughout the school day. Teachers meet regularly to discuss curriculum and opportunities for cooperative learning as well as, students' SEL and progress.	Walkthrough observations and lesson plan design stressing the importance of opportunities for cooperative learning and student peer discussions.	Schedule allows for common planning time and grade level meetings. Time dedicated to these topics during team meetings and Superintendent Conference Days.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	5. I am asked to share my ideas about how to make my school better. [Current: 27.06%]	50%
	26. My teachers are supportive and encouraging. [Current: 69.62%]	70%
	38. My teachers care about me. [Current: 72.21%]	75%
Staff Survey	15. I am comfortable suggesting programmatic and instructional ideas/modifications with my school leaders. [Current: 51.61%]	55%
	21. The curriculum incorporates an understanding of students' cultural backgrounds to allow students to feel connected to what is taught. [Current: 50.00%]	55%
Family Survey	18. School leaders set high standards for students and staff. [Current: 68.46%]	70%
	40. This school provides a caring environment for my child. [Current: 72.73%]	75%

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

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

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We Commit to Strengthening Our Ability to Provide a Cohesive, Relevant Curriculum for our Students.
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 believe as a school that our students need to share common curricular experiences to prepare them for success in middle school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students. Students shared in interviews that they would like more exposure to culturally diverse topics and multi-cultural role models. When completing the Equity Self-Reflection, the team found that some teachers recognized the need to update the curriculum to better reflect students' backgrounds and provide opportunities to explore different cultural perspectives.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Structured grade level collaboration that emphasizes common strategies and appropriate materials	Teachers will have the opportunity to collaborate, share best practices, and helpful resources during team meetings and department meetings.	Common literacy strategies are shared and used across classrooms as outlined by district initiatives.	Schedule – Grade-level and department meetings
Building Administrator Monitoring	During walkthroughs in the first half of the year, the Principal and Assistant Principal will look for ways in which teachers are including common literacy strategies throughout all instructional areas. Data will be shared with staff at faculty meetings. During walkthroughs in the second half of the year, the Principal and Assistant Principal will look for ways that new curricular resources are being used in the classrooms. Data will be shared with staff at faculty meetings.	The Principal and Assistant Principal are able to provide helpful feedback related to curriculum cohesion, infusion of resources and the incorporation of common literacy strategies into instruction.	Time – Making sure that building administration has time protected to collect, analyze, and discuss findings.

Increase culturally relevant curricular materials	During grade level meetings in the first quarter, core area teachers will conduct a review of the books they read as a way to consider how books are an entry point for exposure to different experiences. Grade level and department teams will dialogue about what they discovered and will consider how to best provide a similar experience for the students in their grade level and across the respective content area departments.	Teachers gain perspective early in the school year on the books they read, and how, what, and whom they read shapes their perspectives and their teaching. Students are given the opportunity to participate in a review of existing reading materials and the selection of new titles.	Schedule time in grade level and department meetings. Purchasing new books for the school and classroom libraries as needed /requested. Purchasing curricular materials to supplement existing curriculum.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	25. Classes are interesting and keep my attention. [Current: 34.14%] 29. My teachers help me keep track of my learning and assess my progress. [Current: 67.12%]	50% 70%
Staff Survey	41. Our schedule includes time for team meetings, staff training, student interventions, and uninterrupted instruction. [Current: 46.43%]	50%
Family Survey	23. My child is interested in what he/she is learning in school. [Current: 45.58%] 51. Teachers contact me not just in times of concern. [Current: 27.66%]	55% 50%

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

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

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	

☒ 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	**Multi-Tiered Attendance Intervention**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This intervention strategy will support both of our 2021-2022 school year commitments.

Clearinghouse used and corresponding rating

☒ **What Works Clearinghouse**
- ☒ Rating: Meets WWC Standards Without Reservations
- ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**
- ☐ Rating: Top Tier
- ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**
- ☐ Rating: Model Plus
- ☐ Rating: Model
- ☐ Rating: Promising

☐ School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Dr. Sharon M. Loughran	Principal
Mr. Ryan J. MacKellar	Assistant Principal
Mr. Warren Yokom	School Counselor
Mrs. Ann Marie Canaple	School Counselor
Mrs. Leanna Parzych	School Counselor
Mrs. Jodie Nuwer	Math Dept. Chair/Teacher
Mrs. Katie DiLoro	ELA Teacher
Mrs. Melinda Andolina	ELA Dept. Chair/ AIS Reading Teacher
Mrs. Rosalia Carraba	Librarian
Mrs. Kelly Kostek	Parent Rep.
Mrs. Jennifer Dobe	Parent Rep.

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
6/2/21		X				
6/10/21-6/15/21	X					
6/16/21			X			
6/16/21				X		
6/16/21-7-12/21					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 interviews helped our team to focus on deepening student connections, providing opportunities for peer to peer interactions, and increasing cultural awareness for the upcoming school year.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-Reflection helped our team to focus on increasing ELA and Math MAP scores, engaging students' upon return to normal instruction, deepening student connections, providing opportunities for peer to peer interactions, and increasing cultural awareness for the upcoming school year.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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

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

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

Submission Instructions

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

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

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

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

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

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