New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

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

Collaboratively Developed
The East Middle School SCEP Development Team   ● Lisa Leahy (Parent),   ● Katie DiLoro(8th Grade ELA Teacher),   ● Lynn Putnam (Parent),   ● Melinda Andolina (Reading Specialist),   ● Jason Marchioli (Principal)   *And in partnership with the staff, students, and families of West Seneca East Middle School.*

Guidance for Teams

Template

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

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

Strategies

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

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?	**At East Middle School we will commit to every child being engaged in meaningful learning that is relevant, has the opportunity and authority to drive and shape their own learning, and can see themselves reflected in teachers, leaders, curriculum, and learning materials.**
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?*	Our vision is to ensure that every student that walks through our doors becomes a future leader of America. We believe that our students need to share common curricular experiences to prepare them for success in middle school. Our goal is to make sure these experiences and related materials connect to the cultural identities of our students. Based on the *How Learning Happens* document, our work ensures that students have meaningful learning experiences that focus on agency and identity. From Equity Self Reflection, teachers saw an area of growth for incorporating topics of power and privilege as well as learning how to make the learning more culturally relevant based on social justice and socio-political issues. Students shared in interviews that they would like more exposure to culturally diverse topics, multi-cultural role models. and would welcome opportunities to explore different cultural perspectives. This commitment aligns with the work that we have begun at East Middle School in implementing Culturally Responsive Sustaining Education and our long-term plans for becoming a school of excellence that meets the needs of all students.

Commitment 1

Key Strategies and Resources

STRATEGY METHODS GAUGING SUCCESS RESOURCES			
What strategies will we pursue as part of this commitment?	hat does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide Professional Learning Opportunities around CRSE Framework	● Collaborate with Teacher to Teacher to create professional development on CRSE topics: High Expectations and Rigorous Instruction and Inclusive Curriculum and Assessment ● Create professional development opportunities for staff to integrate socio-political consciousness and students' funds of knowledge into their instruction	● Dates of PD on Calendar ● Surveys from Teachers	● Funds for Teacher to Teacher
Conduct Book study on CRSE Resources	● Collaborate with Teacher Center to conduct a volunteer book study of the text **"Culturally Responsive Teaching and the Brain"** by Zaretta Hammond ● Solicit teachers from the book study to turn-key information to the whole staff.	● Number of teacher volunteer to be a part of the book study ● Completion of Whole staff PD	● Books ● Stipends for Teachers

Learning Objectives posted and known by students	● Create a clear expectation of how learning objectives are displayed and shared with student in class (i.e., student should be able to access the learning objective for each class)	● Observation data on posted objectives ● Google class or homework board created	

Commitment 1

	● Ask teachers to add daily objective to Google Classroom or create homework board of grade level		
Technology Integration	● Ask teachers to have Google classroom reflect what is happening in the classroom ● Collaborate with Teacher Center to provide professional development on how to infuse technology into the daily basis (Nearpod, Kami, Screencastify, Flip Grid)	● Teacher Surveys ● Student Surveys ● Instructional Observations ● Number of PD Sessions offered	
Reading Specialist to support reading closure	● Utilize grade level reading specialists, for streamlined push-in and pull-out reading support in grades 6, 7 and 8.	● MAP Data (Reading)	
Feedback and Coaching	● Principal will conduct Conversation and feedback at Leader/Department meeting, ● Principal will conduct informal walkthroughs to assess learning	● Teacher Surveys ● Number of Informal Walkthroughs	

	environment		

Commitment 1

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	● This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity. (87%)	90%
Staff Survey	● The programs and resources at this school are adequate to support students' learning. (79%)	85%
	● Once we start a new program at this school, we follow up to make sure that it's working. (52%)	65%
Family Survey	● This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity. (65%)	70%

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.

Math -By June 2023, our students in grades 6, 7, and 8 will be at the following benchmark (Students on Grade level) **Grade 6: 60%** **Grade 7: 60%** **Grade 8: 60%**	Reading - By June 2023, our students in grades, 6, 7, and 8 will be at the following benchmark (Student on Grade level) **Grade 6: 65%** **Grade 7: 65%** **Grade 8: 65%**

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	**At East Middle School we commit to every child having strong, trusting relationships with adults and peers, where they feel safe, respected, supported, and have intentional opportunities to practice and build social, emotional, and cognitive skills.**
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?*	The commitment focuses on belonging and intentionality. Information gained from student focus groups indicate that students want better relationships with the adults in the building and would like bullying to be addressed in the school. The *How Learning Happens* framework states that "learning is social and the quality of our relationships and social interactions shape our ability to learn," and we feel that this is vital to the success of our students. The document further states "Adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential." During the pandemic, our students have experienced various types of trauma and it is imperative that schools address their social and emotional needs for them to learn and thrive. Data from the equity self-reflection indicate there are additional opportunities for the school to address this area in various ways to ensure student needs are met. Student and parent surveys indicate that students feel bullied at school and are not safe. Additionally, family surveys revealed that 75% of parents feel that the school provides

a caring environment for their child.			

Commitment 2

Key Strategies and Resources

STRATEGY METHODS GAUGING SUCCESS RESOURCES			
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Restorative Practice	● Train a core team in Restorative Practice ● Develop Professional Development with Staff for second semester	● Student Surveys ● Teacher Surveys ● Parent Surveys ● Decrease in Discipline referrals	● Cost of training
Grade Level Assemblies	● Hold grade level assemblies once a quarter to include ○ opportunities to recognize students for grades, attendance, EAST core values, ○ opportunities for counselors to address students ○ opportunities to address timely issues ○ Opportunities to provide	● Assemblies held ● Awards presented	● Certificate template ● Grade level agendas for assemblies

	shoutouts to others		
Classroom Engagement and Interactions	● Provide professional development on 2-4 Thoughtful Classroom engagement strategies that can be implemented school wide	● Informal walkthrough ● Teacher sharing of strategies ● Intervisitation	
Sharing Student Information	● Embed common planning time within the school schedule	● Calendar of Grade Level Meetings	

Commitment 2

	● Counselor will meet with grade level team a minimum of once a week ● Create a formal referral process for Social Work (Mental Health) ● Revisit the process for RTI Referrals	● Meeting agendas and Notes ● Social Work Referrals/ Process ● RTI Referrals	

Professional Development on Building Relationships	● 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. ● 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: *Culturized and Handle with Care*	● Student Surveys ● Parent Surveys ● Teacher Surveys	Funds for Books
Parent Engagement	● During the open house, share/highlight resources with parents. (PowerSchool/google classroom) ● Add tabs to web page that includes tutorial to parents on PowerSchool, google classrooms, etc.	● Parent Survey ● Calendar of Event flyers	

	• Plan a welcome back night for parents to come and visit the school and drop off supplies • Create a committee to explore school wide communication apps with parents	

Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*
Student Survey	• My teachers care about me. (85%) • Students respect one another. (49%) • I have lots of chances to be part of class discussions or activities. (86%)	90% 80% 90%
Staff Survey	• This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses). (90%) • Staff do a good job helping parents to support their children's learning at home. (96%) • This school communicates with parents in a timely and ongoing basis. (90%) • I can manage almost any student behavior problem. (85%)	95% 98% 95% 90%

Family Survey	● At school, my child feels he/she belongs. (73%) ● I feel comfortable talking to someone at this school about my child's behavior (82%)	90% 90%

Commitment 2

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.	
Math -By June 2023, our students in grades 6, 7, and 8 will be at the following benchmark (Students on Grade level) **Grade 6: 60%** **Grade 7: 60%** **Grade 8: 60%**	**Reading -** By June 2023, our students in grades, 6, 7, and 8 will be at the following benchmark (Student on Grade level) **Grade 6: 65%** **Grade 7: 65%** **Grade 8: 65%**

Evidence-Based Intervention

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.

☐XX 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	Restorative Practice Professional Learning Communities (Common Planning Time)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2: At East Middle School we commit to every child having strong, trusting relationships with adults and peers, where they feel safe, respected, supported, and have intentional opportunities to practice and build social, emotional, and cognitive skills.

Evidence-Based Intervention

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**

☐ Rating: Meets WWC Standards Without Reservations

- ☐ Rating: Meets WWC Standards with Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

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

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

Background

Our Team's Process

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
Lisa Leahy	Parent
Katie DiLoro	Teacher
Lynn Putnam	Parent
Melinda Andolina	Teacher
Jason Marchioli	Principal

Our Team's Process

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
Example: 4/6/21			*x*	*x*		
May 10-11, 2022	X	X				
June 21, 2022			X	X	X	

Learning As A Team

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 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.