



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Newburgh Enlarged City School District	South Middle School	6-8

Collaboratively Developed By:

The South Middle School SCEP Development Team

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And in partnership with the staff, students, and families of South Middle School

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- [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 are committed to providing professional development that is consistent with student needs, with special attention to our Students with Disabilities and our English Language Learners, in order to build the capacity of our schoolwide faculty to improve outcomes of all students.</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>After completing a root cause analysis it was determined that Professional Development was not consistent and ongoing as it could be. Teachers reported needing more help supporting subgroups.</p> <p>Of all subgroups, our Students with Disabilities (SWDs) and English Language Learners (ELLs) are most in need of intervention, in both ELA and Math. South Middle School’s population of ELLs is 25.6% and the population of SEDs is 18%. According to the 22-23 ESSA Indicator Status, the ELA and Math Achievement Index for ELLs is 32 and 20.5 respectively; for SWDs it is 31.5 and 21.1 respectively.</p> <p>The ELA Core Subject Performance Index for ELLs is 32.3, SWDs is 34.1. The Math Core Performance Index for ELLs is 20.9, SWDs is 24.6. Each is far below most other subgroups.</p> <p>Using the Diagnostic Tool for School and District Effectiveness (DTSDE) framework, 74.1% of teachers identified they needed support in “building upon using their understanding of their students to ensure that what is taught builds upon what students have already learned and provide sufficient opportunities for students who learn at different rates and ways.”</p> <p>From student surveys, 49% of the students stated they do not have an appropriate amount of choice in their classroom when it comes to product or process. 40.7% of the students stated that lessons and curriculum are not tied to their interests.</p> <p>The structure of common planning and team planning was not cohesive and there was no established school wide practice when it came to analyzing data. It was determined that implementing a best practices handbook would support staff with consistency and alignment as well as ongoing</p>

Commitment 1

professional development. Teachers required more access to coaching and direct guidance on pacing lessons and engaging students; need for instructional coaches as dedicated individuals supporting instructional pacing and engagement, admin needs to support the consistent evaluation of ARC.

Many classrooms usually consist of a combination of students without a disability, students with an Individualized Education Plan, and students with a 504 Plan. In reviewing results from NYS ELA and Math Assessments and district common assessments, many SMS students are performing below grade level. Many unclassified students are still in need of academic instructional support.

Using the Diagnostic Tool for School and District Effectiveness (DTSDE) framework, 62.3% of the teachers stated that they need support when it comes to encouraging students to be active participants in the lessons. Also, a root cause analysis determined that teachers do not have an understanding of students' interests and how to appropriately make the modification to include learning styles and interests.

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 - having offered meaning, quality PD to staff which improved supports to students	Teacher survey data	<ul style="list-style-type: none"> ● increase in satisfaction in quality of PD ● increase in support for building understanding of students who learn at different rates and ways 	
	Student survey data	<ul style="list-style-type: none"> ● increase in amount of choice in classroom in product and/or process ● increase in student engagement 	
	Common Assessment data	<ul style="list-style-type: none"> ● increase in standards proficiency 	

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	Students have an appropriate amount of choice in their classroom when it comes to product or process.	70%	
Staff Survey	Teachers are provided support in building upon their understanding of their students to ensure that what is taught builds upon what students have already learned and provides sufficient opportunities for students who learn at different rates and ways.	70%	
Family Survey			

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 (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	teacher surveys student surveys and/or focus groups	<ul style="list-style-type: none"> an increase in PD satisfaction, suggestions for continued PD topics increased engagement and satisfaction in choice with product/process 	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	School surveys, ARC, Common Assessment	<ul style="list-style-type: none"> We hope to see a reduction of at least 20% (49% to at least 29%) of the students stating they do not have an appropriate amount of choice in their classroom when it comes to product or process. Identification of standards being mastered and those in need to additional instruction 	
Adult/Schoolwide Behaviors and Practices	Observations, Both Formal and Walk-throughs	<ul style="list-style-type: none"> 75% of all teachers will have observations that show evidence of following an identified data protocol when reviewing student data. lessons and instruction designed which addresses finding from student interest inventories 	

Commitment 1

Student Behaviors and Practices	Observations, Walk-throughs and learning walks	Student choice in classrooms will be observed when conducting observation, walk-throughs and learning walks. Increased student engagement, decrease in student removals.	
Common Assessments	District Common Assessments	Mid-year assessment data will drive instruction and provide targeted student interventions for the remainder of the school year.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data Protocols	<ul style="list-style-type: none"> ● create universal data protocols and school-wide expectations ● communicate protocols and expectations for use during common planning times, lesson planning and instructional delivery and review of student progress data (common assessments, diagnostics, state assessments, etc.). ● monitor meetings, both by admin being present and minutes of meetings ● provide professional development where necessary 	<ul style="list-style-type: none"> ● PD in Datamate and Infinite Campus as needed
Parallel curriculum for self-contained special education classrooms	<ul style="list-style-type: none"> ● professional development to support a parallel curriculum in self-contained special education classrooms 	<ul style="list-style-type: none"> ● Exceptional Learners Division support ● Outside service providers ● SIG Funds
Implementing models of co-teaching	<ul style="list-style-type: none"> ● professional development in the 6 models of co-teaching provided to all faculty in co-teaching situations 	<ul style="list-style-type: none"> ● Exceptional Learners Division support

Commitment 1

	<ul style="list-style-type: none"> ● develop and communicate schoolwide expectations for planning and instructional delivery in all co-teaching classrooms 	<ul style="list-style-type: none"> ● Outside service providers ● SIG Funds
Effective practices for English Language Learner instruction	<ul style="list-style-type: none"> ● schoolwide professional development on effective practices for the teaching of English Language Learners ● develop and communicate schoolwide expectations for planning and instructional delivery for English Language Learners 	<ul style="list-style-type: none"> ● Guidance from Director of Language Acquisition ● Outside service providers ● SIG Funds

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to improving relationships between students/faculty/staff with families and with the communities</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 improving community engagement will result in an increase in parents feeling welcomed by the staff at the school.</p> <p>We believe improving community engagement will result in an increase in students feeling physically safe when at school in conversations with parents, there is a desire for increased involvement on their part.</p> <p>This commitment aligns to our goal of offering parent events each month during the academic school year.</p> <p>This commitment aligns with the results from our parent survey where 78% of parents feel welcomed by the staff at the school.</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>
<p>End-Of-The-Year Goals</p>	<p>Schoolwide/grade level event participation by stakeholders</p>	<p>To increase our attendance to school wide events by 50% from <i>September 2023 to June 2024</i></p>	

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>
<p>Student Survey</p>			

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Staff Survey			
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Schoolwide/grade level event participation by stakeholders	An increase in attendance data to schoolwide events by 25% for each grade level from <i>September 2023 to June 2024</i>	
	Parent Survey	Parent surveys will be conducted to help align metrics and data for measuring program impact. The survey will gather parent perspectives on student growth, school climate, and family engagement.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	student data sources such as attendance records, grades, and standardized test scores.	The data sources will help evaluate quantitative measures of student progress.	

Commitment 2

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>The FACE (Family and Community Engagement Team) Team will review the progress of inviting parents to the school and its impact on Family Engagement.</p>	<p>FACE Team’s data collection/analysis will result in an increase in parental attendance.</p> <ul style="list-style-type: none"> -Create meaningful professional development opportunities with outside agencies to best support teachers, students, and families. -Organize quarterly parent newsletter in English and Spanish to inform them on communication methods, upcoming assessments, activities, and other ways to support students. 	
<p>Student Behaviors and Practices</p>	<p>Student attendance increase, decrease in suspensions, referrals decrease</p>	<p>Student attendance increase, decrease in suspensions, referrals decrease</p> <ul style="list-style-type: none"> -See our overall attendance rate rise from 88.% - 90% -See our overall suspension totals drop by 10% (395 down to 355 or less). - data through classroom walkthroughs, student focus groups, and staff interviews will also be gathered each semester. This data will provide insights into program implementation strengths and areas for improvement. 	

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>Conduct a parent/family engagement needs assessment</p>	<p>Work with SMS admin team and FACE to develop a brief needs assessment/survey.</p>	<ul style="list-style-type: none"> - meet with FACE to create needs assessment

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	From the survey, SLT will use results to design activities and experiences that address findings in needs assessment.	
Develop system to monitor parent engagement	a data tracking program will be created to collect and monitor parent/family engagement in school activities	- Work with the IT department to develop QR codes and spreadsheets
Utilize social media platforms as information sources	The school will activate (Facebook, Instagram, Twitter) social media accounts to provide information to the school community.	- Work with the IT department to activate accounts and monitor activity

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	PLC
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1&2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning ● Collect and analyze data ● Develop and try out instructional solutions ● Assess the impact of these solutions <p>Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature</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
Roderick Phoenix	Principal
Kelly Amendola	Assistant Principal
Jessica O'Malley	Teacher
Richard Durbin	Teacher
Jane Tejada	Teacher
Sharonrose Consorti	Teacher
Roberta Taylor	Social Worker
Maria Macias	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
4/26/23	X						
5/10/23				X			
5/17/23		X	X				
5/24 - 6/5					X		
6/7/23			X				
6/12/23						X	X
6/13/23							X
6/14/23							X
6/15/23							X
6/20/23							X
6/26/23							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

The student interview process allowed the team the opportunity to dive deeper into the perceptions of the students. We were able to identify factors within the learning structure that would help promote and engage students. It allowed the team the opportunity to then revisit some of the questions and dive deeper into the student responses. By analyzing and looking into the students perceptions it created some of the strategies used to support the commitments

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.

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

