



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Utica City School District	John F. Kennedy Middle School	7-8

Collaboratively Developed By:

The John F. Kennedy Middle School SCEP Development Team

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Sabrina Leape, PE Teacher

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And in partnership with the staff, students, and families of John F. Kennedy 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](#)
- [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

What is one Commitment we will promote for 2023-24?	We commit to helping our school form and strengthen connections among students, staff and the community.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>The connections we continue to build with our students, staff and the community is vital to enhancing a safe learning environment. Many students struggle with communication skills, self-advocacy, collaboration, and generally how to handle each other. We strive to increase/improve social skills so that learning can take place in a safe environment.</p> <p>When completing the Equity Self-Reflection, we noted that we still have work to do in terms of increasing attendance and decreasing conflict. Focusing on creating a safe space for students of varying backgrounds, cultures, ethnicities, sexual orientation, religions, social and learning abilities, and physical abilities, as well as finding ways to welcome our diverse student body and create bridges between these groups, is a priority in this plan.</p> <p>Students are still struggling with the ability to constructively socialize, the skills to effectively interact with one another and with their teachers and staff, and their connectivity to the school. We are committed to providing an engaging learning environment for social, emotional, and academic success.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Benchmark data, i-ready	Student performance, trends	

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	<p>Students have lots of chances in my school to get involved in sports, clubs, and other activities outside of class (65%)</p> <p>Teachers really care about me. (53%)</p> <p>I feel welcomed and part of my school. (71%)</p> <p>Most students in our school follow the school rules. (67%)</p>	<p>70% will agree/strongly agree</p> <p>60% will agree/strongly agree</p> <p>80% will agree/strongly agree</p> <p>75% will agree/strongly agree</p>	
Staff Survey	<p>Our school is student centered. (70%)</p> <p>We have an effective system for developing and building student social-emotional health.(61%)</p>	<p>75% will agree/strongly agree</p> <p>70% will agree/strongly agree</p>	

Commitment 1

	<p>Our school has a positive and upbeat school culture(60%)</p> <p>We have support groups for students.(70%)</p>	<p>70% will agree/strongly agree</p> <p>75% will agree/strongly agree</p>
Family Survey	<p>As a parent/family member, I feel connected to our school. (50% but sample size was very small - 3%)</p> <p>Our school has clubs, activities and events to help students engage and connect to school. (60% but sample size was very small - 3%)</p>	<p>60% will agree/strongly agree</p> <p>65% will agree/strongly agree</p>

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)	10 week assessment, i-Ready Diagnostic #1	40% -60% of students are showing growth in their learning abilities and content knowledge/skills.	

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:

Commitment 1

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Multiple-choice , writing responses	Students are using learning strategies, and various learning techniques.	
Adult/Schoolwide Behaviors and Practices	Instructional measures, reteaching plans, ELT	Teachers are meeting the criteria of their curriculum, using various TPT strategies for learning and offering extra support to students.	
Student Behaviors and Practices	Students engagement	Students are active in and responsible for their own learning.	

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 will implementation look like in our school?	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?
Offer opportunities for students, parents, and staff to engage and connect with each other, especially at the start of the year.	<p>Staff create grade level welcome back to school signs or bulletin boards for the first day of school for students.</p> <p>Offer in-coming 7th grade students the week before school starts an opportunity to walk the school with their schedule</p> <p>Host an open house opportunity for parents to meet teachers and staff at the beginning of the school year.</p> <p>Mail home parent contact form with schedule. Parents bring updated parent contact form to Open House. Each form completed goes into a raffle for JFK swag.</p>	<p>Completed bulletin boards. Conduct a student survey in October/November to gauge success of students feeling engaged/connected to the school and if there is anything they would like to see happen in the building.</p> <p>Track participation in school-wide events such as school tours, orientation, and open house using a standard form for all.</p> <p>Parents sign for acknowledgement of receipt. Track number of downloads if possible.</p> <p>Number of forms returned.</p>	<p>Funding to purchase materials for Open House/ Welcome signs/bulletin boards around the school. Need a committee to work on and funding to pay committee members.</p> <p>Funding for food for a mini reception or food trucks/catering prior to the start of open house and for JFK swag to raffle off.</p>

Commitment 1

	<p>Help support and model student self-advocacy where possible.</p> <p>Update parent handbook which includes key information about school procedures, rules, activities, school climate, faculty emails, ways to contact school. (translated where possible)</p> <p>Hold opening day assemblies for all students possibly broken into smaller groups to make more of an impact.</p> <p>Signage in the entryway as well as outside of the building welcoming parents and students in multiple languages. This could include welcome signs or a mural.</p> <p>Student-led announcements every morning.</p>	<p>Student survey (see above)</p> <p>Document on file, track the number of downloads/views on website</p> <p>Attendance logs, copies of presentations.</p> <p>Updating the materials when needed.</p> <p>List of student volunteers.</p>	<p>Teacher PD on student advocacy. Summer time and compensation for adjusting curriculum to include these topics.</p> <p>Update information. Create magnets with QR code that can be translated into different languages. Time for Academic Coaches to translate material.</p> <p>Time scheduled for assemblies on the first days of school.</p> <p>Funding for time and materials to produce signs/ mural and translations.</p> <p>Sign ups for student announcement</p>
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Commitment 1

<p>Utilize existing school efforts to actively promote and increase participation in after school activities/clubs</p>	<p>Give parents/students current list of clubs and afterschool activities during school tours/orientation.</p> <p>Increase participation of students in various after school activities/clubs/sports.</p> <p>Directions for sports sign-ups in multiple languages with possible sign ups over the summer during the day (possibly offer sign up with Family ID)</p> <p>Have launch time school wide “Club Fair” (during lunch)</p>	<p>Open house documentation, flyers with clubs and activities</p> <p>Attendance logs</p> <p>Sign-in logs</p> <p>Sign-up sheets</p>	<p>Bus transportation for extracurricular clubs/sports/tutoring, Funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors, teachers available for tutoring.</p> <p>Time to Include directions in the Parent Handbook. Scheduling through All-Call/Text of such (which can be copied and pasted into a translator unless Family ID can translate)</p> <p>Time and space for booth setup. Funding for participation form creation, dissemination and collection, and funding to create and print flyers for club fair</p>
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Commitment 1

	<p>Resurrect monthly wall calendar (bulletin board) with school events. Located by Guidance.</p> <p>Delegate clubs/volunteers to update various bulletin boards around the school regularly.</p>	<p>Updated dates and events.</p> <p>Monthly sign-up sheet for clubs</p>	<p>Office supplies. Run by Honor Society.</p> <p>Office supplies/volunteers (teachers/clubs etc)</p>
Increase connections between community and the school	<p>International Night</p> <p>Quarterly principal newsletter</p> <p>JFK Talent Showcase late January, early February (talent show, art work, tech tchotchkes, crochet club, school projects, etc.)</p>	<p>Invitation and attendance documentation.</p> <p>Newsletter mailed home 4 times per year and posted on the JFK website.</p> <p>Sign-up logs, attendance logs</p>	<p>Volunteers, office supplies, security</p> <p>Funding for design, printing and mailing.</p> <p>Volunteers</p>
Utilize social-emotional programs.	<p>Mentoring of at-risk students by faculty volunteers</p> <p>Build better connection with students who display social-emotional tendencies/neuro-diversity</p> <p>Mediation for students in conflict with other students and for re-entry from a suspension.</p>	<p>Mentoring Logs</p> <p>Monthly presentations, attendance logs</p>	<p>Funding for teachers, district funded programs</p> <p>Monthly PD(possibly in-house), time to prepare</p> <p>Staffing for mediation.</p>

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to increasing student learning through a positive, supportive, engaging, rigorous environment within the school.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>All students should feel involved and connected to their education to take ownership of their learning. By empowering students through choice in learning activities, an engaging environment that offers rigorous instructional and individual challenges, effective questioning techniques, mentoring opportunities and many more, all students can be included in a school culture that values learning, thereby improving outcomes.</p> <p>i-Ready and benchmark test scores from the 2022-2023 school year indicate there is room for improvement, both in getting students to attend school to complete these measures, and in terms of level of performance for the students who did complete them. Improving the results of these performance measures is in alignment with the District's commitments.</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 (complete at the end of the year)
End-Of-The-Year Goals	10 week assessment, i-Ready Diagnostic #1	40% -60% of students are showing growth in their learning abilities and content knowledge/skills.	

Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My teachers ask questions that make me think.(79%)	85% agree/strongly agree	
	In class, we often work with partners, or in groups. (47%)	55% agree/strongly agree	
	Teachers provide time for students to discuss topics and learn from each other. (72%)	78% agree/strongly agree	
Staff Survey	Teachers and students work together as partners in learning.	88% agree/strongly agree	
	We have events for families, encouraging a partnership for learning.	68% agree/strongly agree	
Family Survey	As a parent/family member, I feel connected to our school. (50% but sample size was very small - 3%)	60% will agree/strongly agree	
	Our school leaders help families to become partners in the education of their children. (55%)	60% will agree/strongly agree	

Commitment 2

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	10 week assessment, 20-week and 30-week assessments i-Ready Diagnostic #2	40% -60% of students are showing growth in their learning abilities and content knowledge/skills.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Multiple-choice , writing responses	Students are using learning strategies, and various learning techniques. Students are showing growth in learning	
Adult/Schoolwide Behaviors and Practices	Instructional measures, reteaching plans, ELT	Teachers are meeting the criteria of their curriculum, using various TPT strategies for learning and offering extra support to students.	
Student Behaviors and Practices	Students engagement	Students are active in and responsible for their own learning.	

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 will implementation look like in our school?	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?
Encourage student collaboration on assignments and tasks	<p>Collaboration activities utilized weekly in all content areas, such as discussion questions, partner activities, etc.</p> <p>Where possible, have student collaboration built into course curricula.</p>	<p>Make a standing agenda item for discussion at department meetings for staff to share ideas for collaboration.</p> <p>2023-2024 curriculum maps, pacing guides and/or lesson plans.</p>	<p>Teacher-created menu of collaborative activities.</p> <p>Funding for work outside of contract hours if there are no subs for extra planning time.</p> <p>Sub coverage to ensure sufficient planning time and allow for common planning time.</p> <p>Time and funding for curriculum work over the summer.</p>
Utilize research based questioning techniques	Higher order thinking questions and open-ended	Evidence found during administration	Time, especially common planning time , for teachers

Commitment 2

	<p>questions utilized regularly during discussions in all content areas</p> <p>Modeling responses to challenging higher-order questions, especially those that are similar to questions found on the local benchmarks and state assessments.</p> <p>Menu of total participation techniques for teachers to select from based on the needs and strengths of their students.</p>	walk-throughs/observations /in curriculum maps	<p>to plan scaffolding and modeling questions.</p> <p>Rating days and Professional Development Days during Regents weeks.</p> <p>Teacher-created menu to give to all staff. In-house PD to review TPT.</p>
Incorporate inclusive texts and assignments throughout curriculum	<p>Stories and texts utilized in English classes, ENL classes, and ELA labs represent a variety of cultures, backgrounds, abilities, gender, and ethnicities.</p> <p>Other disciplines, as part of summer curriculum work, will strive to incorporate inclusive problems, texts, and tasks as well as background knowledge building wherever possible.</p>	<p>2023-2024 ELA/ENL curriculum map will show these included.</p> <p>2023-2024 curriculum maps and tasks.</p>	<p>Time and funding for curriculum committee work over the summer.</p> <p>Time and funding for curriculum work over the summer and examples for content area inclusivity.</p>

Commitment 2

	<p>Current events are appropriately woven into the social studies curriculum.</p> <p>Utilize teachers and academic coaches to share pertinent information about cultures present in our school and student needs, such as ENL needs, SWD needs, and exceptionalities, so that we may service students better.</p> <p>Field Trips to support student learning, team work, and relationships outside of the classroom, possibly including the BROEP (Black River Outdoor Education Program) if bussing allows.</p>	<p>Social studies lesson plan reflection.</p> <p>Handouts/attendance from professional development. Designate months for teachers/experts to present topics of need or interest</p> <p>Public Posting of photos from Field Trips and student reflections on their experiences to share.</p>	<p>Clear guidelines from administration regarding teaching of current events and possible sensitive issues. Time and funding for lesson planning.</p> <p>Time to plan for in-house meetings.</p> <p>Bussing available for field trips. (These trips are at no cost to students or the District.)</p>
Offer additional teacher availability to support individual learner needs	<p>Teachers will inform students of available opportunities for academic support such as ELT groups after school, lunch time or after school remediation.</p>	<p>ELT rosters and attendance sheets.</p> <p>Student growth on both benchmark and iReady</p>	<p>Adequate busing for students after 10th period. Funding for ELT including busing and lunchtime ELT sessions.</p>

Commitment 2

		assessments during the year.	Adequate number of substitutes in the building so teachers can utilize planning periods to remediate or plan for ELT.
Have quarterly celebrations to recognize student accomplishments	Activities such as ice cream socials or awards ceremonies will be held quarterly to recognize, honor, and celebrate student accomplishments such as making the honor roll or having perfect attendance.	Programs, invitations, etc. from awards ceremonies.	Funding for award ceremonies, prizes and treats. Busing for students to go home afterwards. Plan shared with team leaders one month before the event to troubleshoot.
Integrate student choice into classroom tasks and assignments	Teachers will provide students with options and choices to show their learning in multiple ways when possible within their curriculum.	Samples of student choice assignments submitted to AIS facilitator.	Time for planning and flexibility in implementation of curriculum maps to enable teachers to adjust projects based on student interests, strengths, and choice. (Speech-to-text, TPT Activities, writing on paper or digitally) Possible PD for how to modify student learning.
Maintain engaging learning environments throughout the building and in individual classrooms	Staff will strive to create and maintain a welcoming learning environment through the use of visually	Bulletin boards, word walls, student displays of work,	Office supplies for creating bulletin boards and classroom materials.

Commitment 2

	<p>appealing and academically supportive materials such as bulletin boards recognizing good work, an honor roll board, motivational posters, and anchor charts.</p> <p>Students regularly apply learning to meaningful real-world scenarios, especially in Science, Technology, Family and Consumer Science classes.</p>	Lesson plans.	Flexibility in curriculum to incorporate project based learning and student choice. Common planning time and time and compensation for curriculum adjustments.
Establish protocols for keeping parents informed regarding grades and student performance.	<p>Send home translated report card comments to parents of ELL students.</p> <p>Principal's quarterly newsletter.</p> <p>Parent phone calls and documentation sent home by classroom teachers.</p> <p>School-wide use of a digital communication platform such as ParentSquare.</p>	<p>Copy of translated comments and documentation of mailing.</p> <p>Copy of newsletter</p> <p>RTI Contact logs.</p> <p>Run report to show use and compare to RTI logs from previous years</p>	<p>Include in the mailing with each report card/progress report.</p> <p>Adequate number of substitutes in the building to enable teachers to utilize their planning periods to document parent contact. District training for using ParentSquare.</p>

Commitment 2

	Unlock SchoolTool's Parent Portal so that parents can see grades.	Run report to show use and compare to RTI logs from previous years	Change settings at the district level.
	ENL Parent conferences including translators.	Documentation of completed contacts.	Funding and scheduling of translators to meet with parents and teachers.
	AIS correspondence and other mailings sent in translated form to families who speak other languages.	Documentation of completed contacts. Copy of translated correspondence.	Time and funding for translations.
	Encourage teachers to set up a conference with students, parent(s), teachers, counselors, and support staff for students who are failing or at risk.	Documented through RTI Edge and ELT attendance logs.	Time to schedule meetings and plan for remedial services for students.

Commitment 2

<p>Incorporate Total Participation Techniques in units and lessons</p>	<p>Distribute a menu of total participation techniques for teachers to select from based on the needs and strengths of their students.</p> <p>Teachers utilize a variety of research-based strategies such as total participation techniques from the menu created, student self-assessment, peer review, etc., to encourage students to actively engage in and take ownership of their learning.</p> <p>Offer in-building, after school PD to discuss the menu and share techniques. This PD could include time to embed techniques into current curriculum.</p>	<p>Menu created by teachers and disseminated to all faculty.</p> <p>Lesson plan documentation.</p> <p>Student growth on both benchmark and iReady assessments during the year.</p> <p>PD handouts and sign-in sheets</p>	<p>Time for curriculum committees to work on creating updates within their units of work.</p> <p>Time for teachers to plan, document, meet together to brainstorm and evaluate the effectiveness of these strategies in their classroom.</p> <p>Faculty meeting time devoted to the PD.</p>
<p>Create more data analysis to support rigorous learning</p>	<p>Teachers utilize more standards based data to reflect on student performance and share finding with colleagues to identify, discuss and address trends in learning.</p>	<p>Reteaching lesson plans, AIS support intervention records</p>	<p>Time to collect data, meet with colleagues, implement reteaching opportunities. Implementing data afternoons in place of department meetings.</p> <p>Common planning, Administrative monitoring</p>

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)	<p>Commitment 1 – Deepening Connections</p> <ul style="list-style-type: none"> Effectively utilizing the mentoring and mediation programs to increase student positive social interaction and academic success. Cooperative learning and engagement strategies to foster connections among students and teachers, and improve instructional outcomes <p>Commitment 2 - Engagement as a Foundation for Student Growth</p>

Evidence-Based Intervention

	<ul style="list-style-type: none">● Targeted Feedback with students to help them and their family identify goals for improvement● In-classroom opportunities to increase engagement and therefore student learning opportunities● Participation techniques to increase student engagement and student-centered learning
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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	
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Evidence-Based Intervention

We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "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
Amy Hansen	AIS Facilitator and JFK Team Leader
Andrew Kierpiec	Assistant Principal
Becky Brosemer	Science Teacher and JFK Team Leader
Colin Clark	Principal
Donna Hilbrandt	English Teacher
Emily Lehner	Home and Careers Teacher
Hanka Grabovica	Parent
Jackie Starsiak	School Counselor
Jamie DePerno	Special Education Teacher and JFK Team Leader
Kelly Hajdasz	Social Studies Teacher and JFK Team Leader
Matt Waldron	Science Teacher
Melissa Halpin	School Counselor
Oalaa Sallam	Math Teacher and JFK Team Leader
Patricia Kapps	ENL Teacher
Sabrina Leape	Physical Education Teacher
Stacy Bennett	Math Teacher

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 (self-assessment)	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
Th 5/18/22					x		
M 5/22/23					x		
M 5/22/23	x	x	x				
T 5/30/23		x	x	x			
Week of 6/5/23-6/9/23 (committee work)						x	x

Our Team’s Process

T 6/13/23 (sharing of written commitmen ts and opportunitie s for groups to comment and see each other’s work						x	x
W 6/21/23						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 information is useful and kicks off the process. Students come up with great ideas and that is the first bit of data that we look at as we discuss the evolution of our plan last year, where we currently are, and then discussing the student information in connection with this. Usually, and also in this case this year, student and teacher viewpoints are similar and help triangulate the plan in a progressive direction.

Next Steps

Next Steps

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