**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Serv
Port Jervis	Port Jervis Middle School	7-8

Collaboratively Developed By:
The PJMS SCEP Development Team
Eileen Cook
Anthony Caporale
Bethany Harget
Joe Becker
Gina Carbone
Laurel Kronimus
Ashley Sparke
Jennifer Elston
Crissy McCaw
Megan Wieboldt
Kyle Ross
Elke O'Connell
Nick Miller
Peg Roda
Austin Wilson
Jeanine McKeeby
Nicole VanBenScoten - parent
Sandra Mattison
And in partnership with the staff, students, and families of Port Jervis 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 1

Our Commitment

What is one Commitment we will promote for 2023 -24?	We commit to improving student outcomes through rigorous and consistent instructional practices.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	We believe that student outcomes can be improved through rigorous and consistent instructional practices. During the 2022-2023 school year the MTSS Team worked to build a three-tiered system of academic expectations and student supports. Building on the success of the MTSS Team the staff will work to implement the 3-tiered academic model with consistency. Students shared in interviews that there were inconsistencies in expectations from class to class. Examples the students gave were: inconsistencies in grading policies, the amount of homework assigned and classroom workloads. Students also reported that there are varying degrees of challenging work in classes. Student surveys indicated that they wanted to be challenged more in their classes. Survey data indicates that 79% of middle school teachers reported that they feel they challenge their students while only 37.3% of students reported their classes were challenging. The data analysis activity revealed that the number of honor students outweighs the number of students performing on grade level on IXL. Many students on the honor roll are performing below grade level on IXL assessments. Next year teachers will be using IXL diagnostic data to drive instruction. Students will pull up their individual IXL learning plans to determine what skills have been mastered and where the next areas of work will be.

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	Honor Roll Students	Students on the honor roll need to be performing at or above grade level on IXL assessments as well as not failing any classes.	
	Common assessment data	Two common assessments for each content area will be developed and will be used routinely to develop lessons.	
	IXL data	Increased number of students performing at grade level on IXL assessments.	

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	C6. Our school work (curriculum) is challenging.	50% of respondents will strongly agree/agree with the statement	
	C14. We receive specific feedback from our teachers on the tests/assessments we take.	70% of respondents will strongly agree/agree with the statement	
Staff Survey	T60. We review common assessments during grade level/content area meeting time.	75% of respondents will strongly	

		agree/agree with the statement	
	C38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	70% of respondents will strongly agree/agree with the statement	
Family Survey	C11. Our school has a strong curriculum that meets the needs of my child(ren).	75% of respondents will strongly agree/agree with the statement	
	C18. I receive specific test/assessment information about my child(ren)'s progress.	70% of respondents will strongly agree/agree with the statement	

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)	2 Common Assessments	One common assessment for each content area will be developed by mid-year. There will be evidence the common assessments were being used by teachers to develop lessons.	
	IXL Assessments	Teachers will be using IXL diagnostic data to drive instruction.	
	1st Honor Roll Numbers	Honor roll and IXL data will be aligned; honor roll students will be performing at grade level on IXL assessments.	

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	IXL Learning Data Honor Roll Data	Honor roll and IXL data will be aligned; honor roll students will be performing at grade level on IXL assessments.	
Adult/Schoolwide Behaviors and Practices	Common Assessments	All content areas will have met to begin the development of one common assessment.	

Student Behaviors and Practices	IXL Learning Data	Students will learn how to pull up their individual IXL learning plans and use the plan to determine what skills they need to focus on.	

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?
Common Academic Practices	Develop school-wide common classroom expectations and practices including grading policies, classroom rules. Quarterly parent meetings to communicate academic expectations, grading policies, classroom materials and use of planners. Establish expectations for materials students are to bring to class on a daily basis. Develop expectations for the daily use of planners to record class assignments and homework in every class. Present information for planners in the same space; classroom teachers and students dedicating 3-5 minutes of each class to the use of planners. Weekly communication with parents regarding upcoming assessments, assignments, projects, and academic expectations. Utilize various approaches including personal approaches (postcards, email, phone calls) and social media.	Time for teams to develop expectations and practices. Purchase binders for all students Resources for quarterly parent meetings Postcards (Port 5); printing and postage
Establish Teacher Teams	Establish team meeting time to develop common assessments, plan learning	Time

	experiences, co-planning and developing interdisciplinary lessons Utilize team meetings to contact families each week communicating student needs, academic progress and address SEL concerns. Meet with guidance counselors weekly to address student concerns and address SEL concerns.	Substitute costs to cover team meetings
Common grading practices	Develop common grading practices based on staff input and communicated to students and families. Develop common homework expectations (i.e. acceptance of late work, point deductions for late work).	Time Stipends for teachers developing common grading practices
Increase academic rigor	Use of common academic language in all classes. Identify common academic language terms to be used in classes each week. Implementation of Honors courses. Communicate to staff, students and families the criteria for participating in an honors course.	Use of secondary literacy coach Time Student incentives

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023 -24?	We commit to providing a safe environment for students, families, and staff through clear and consistent expectations and consequences.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	We commit to providing a safe school community environment through clear and consistent expectations and consequences. Building on the success of the 2022-2023 MTSS team the school will consistently implement the three tier levels of support. Surveys of staff and students demonstrate low levels of agreement on statements concerning student behavior. The statements were: ● S44. Most students in our school follow the school rules. (32.1% of students agreed with this statement) ● S69. Student behavior does not interfere with instruction. (23% of staff agreed with this statement) ● S38. Our school provides a safe environment for staff and students. (65.2% of families agreed with this statement) Analyzing data revealed a significant decrease in discipline referrals from the 2021-2022 school year to 2022-2023. Data showed that in 21-22 there were 2309 total discipline referrals; that number dropped to 1,148 in 22-23 accounting for a near 50% reduction in referrals. Discipline data demonstrated that the highest number of referrals were for positive referrals. While the number of discipline referrals has dropped, student perceptions of safety have not kept pace. The majority of students shared in interviews that they do not feel safe in school. Students attributed this to a sense that other students were not following the rules or taking safety drills seriously. Other concerns centered around arguments between students and their school being connected to the high school. Students voiced that there are inconsistencies in behavioral expectations from class to class.

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	Decrease the number of discipline referrals in 2023-2024. There were approximately 907 referrals in 2022-2023.	A decrease from the 22-23 SY to below 800 referrals.	
	MTSS data	An increase in students moving from Tiers 2 & 3 to Tier 1.	
	Power School use by parents.	Increase in the number of parents utilizing Power School from the beginning of the year to the end of the year.	

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	S44. Most students in our school follow the school rules.	50% of respondents will strongly agree/agree with the statement	
Staff Survey	S69. Student behavior does not interfere with instruction.	50% of respondents will strongly agree/agree with the statement	
Family Survey	S38. Our school provides a safe environment for staff and students.	70% of respondents will strongly	

		agree/agree with the statement	

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)	Decrease the number of discipline referrals in 2023-2024.	A decrease in behavioral referrals from the 22-23 SY. .	
	MTSS data	An increase in the use of Tier 2 and 3 behavioral supports.	
	Power School use by parents.	The school will have held multiple workshops (in-person and virtual) for parents to learn how to use Power School.	

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:

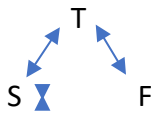| Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	Discipline data	A decrease in discipline data from the first 10 weeks from the 22-23 school year.	
Adult/Schoolwide Behaviors and Practices	Parent use of Power school	There is evidence that parents are using Power School.	

	Port 5 Pride Positive Referrals	The number of Port Pride Positive Referrals is higher than the number of discipline referrals.	
Student Behaviors and Practices			

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?
Building a culture of safety drills	Ensure all staff is trained regarding the building safety drills. Print out expectations for each of the different types of safety drills. Post safety drill expectations. Practice safety drills with students.	Printing costs associated with Safety Drill Posters Time
Build common language around behavioral expectations	Two Afterschool events for students exhibiting positive behaviors. The behavioral expectations will be aligned with Character Education and PBIS. Share with staff the MTSS Tier 1, 2, 3 structure including the strategies and supports. Use of Port Pride 5 to communicate to students and families behavioral expectations during school and afterschool activities. Utilize PBIS strategies and implement a digital economy as an incentive.	Time for planning common behavioral expectations. Substitutes and teacher stipends for planning common behavioral expectations. Resources for PBIS strategies, incentives Incentives for MTSS, character education, PBIS strategies
Communication with families, staff and teachers.	Digital Newsletters from each team of teachers to families.	

	Increase the use of Port 5 Pride throughout the school and community. Increase family involvement by using social media to communicate with families. Parent meetings and workshops on navigating PowerSchool. Utilize Power School to communicate student progress.	Resources for parent meetings including multicultural night.

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)	
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	**Positive Behavioral Interventions and Supports**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	The use of PBIS strategies will assist in providing a safe environment for students, families, and staff through clear and consistent expectations and consequences.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Student interviews revealed that students often do no feel safe in school due to the behavior of others during safety drills. Data analysis demonstrated that with the implementation of MTSS Behavioral Supports resulted in a 50% reduction of behavioral referrals. The largest number of referrals were Positive Behavioral Referrals.

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-prevention-and-early-intervention/Publications/Breadshaw_PBIS_prevention_talk.7.2.08.pdf

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
Eileen Cook	Assistant Principal
Anthony Caporale	Guidance
Bethany Harget	Guidance
Joe Becker	Teacher
Gina Carbone	Teacher
Laurel Kronimus	Teacher
Ashley Sparke	Teacher
Jennifer Elston	Teacher
Crissy McCraw	Teacher
Megan Wieboldt	Teacher
Kyle Ross	Teacher
Elke O'Connell	Teacher
Nick Miller	Teacher
Peg Roda	Teacher
Austin Wilson	Teacher
Jeanine McKeeby	Teacher
Sandra Mattison	PLC Associate

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
Example: 4/6/21				*x*	*x*		
5/15/23	X	X	X				
5/17/23		X		X			
Week of 6/5/23					X		
6/15/23						X	
6/16/23							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

Student interviews reinforced what the team had learned from the Envision and Analyze activities. During interviews students voiced concerns of inconsistencies with regards to grading policies, assignments, homework and behavioral expectations. These are all evident in the plan's commitments, strategies and methods.

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.