



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Gloversville Enlarged SD	Gloversville Middle School	6-8

## Collaboratively Developed By:

**The Gloversville Middle School SCEP Development Team**

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*And in partnership with the staff, students, and families of Gloversville 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 and Strategies

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

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

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

### Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

#### **What is one commitment we will promote for 2021-22?**

#### **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?*

Every child is engaged in meaningful learning that is relevant to them.

We believe as a school that students need to find value in what they are learning. We would like to provide common curricular experiences, resources and materials that connect *all* students to relevant learning opportunities.

Students shared in interviews that they often struggle at the outset of class that sets the tone for the lesson. Also, students commented that they all learn differently as referenced by the following comment: " That not every teenager is alike, you adults always say stuff about how that's how every teen act, when it's not we all have different mind sets."

Parents indicated: "They really do try but it's hard", "They have lost so much including education and I fear for how far behind they will be in their future."

The Equity Self-Reflection recognized that for our demographic, economically disadvantaged students are the largest sub-group. How teachers explore curricular strategies matching student needs varies from teacher to teacher. The opportunity that PLC's provided for progress monitoring in the past could be explored as a "platform" for sharing successful teaching strategies. Scheduling of PLC meetings should allow for a diverse grouping of teachers across grade levels and content areas.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Vertical Curriculum Alignment</b>	Choosing specific priority standards at each grade level. Ex. <b>e-Math resource</b> . Benchmark assessing of standard mastery skills at midyear and end-year.	Student success on benchmarks at midyear will be compared to previous year to assess success of scope and sequence at midyear. Students exhibit improved confidence on "do nows" and "entry tickets".	Time and funding for teachers to determine the fidelity of benchmarks being used and planned meeting time across building levels.
<b>Improved curriculum communication.</b>	Creating a shared document that reflects scope and sequence to simplify teacher ability to connect with teachers at all grade levels regarding what is being taught and what resources are being used. Use department meetings to assure grade levels are using the same resources to avoid duplication.	Students demonstrate an improved fluency with previous years' content as demonstrated on formative and summative assessment. Students display improved ability to process new material.	Using Ed Law 2D approved products and white listed materials. Choosing the best vehicle for parent notification regarding Curriculum. (SchoolTool, with parent orientation)
<b>Progress monitoring Curriculum</b>	Using monthly PLC's to progress monitor success of teaching strategies	Student regular feedback will be used to identify strategies they feel are most effective for them.	Summer hours to adjust and prepare a schedule that allows for PLC's to function.

#### Commitment 1

<b>Principal Monitoring</b>	Formative assessments will be used to regularly monitor student standard mastery	Student Liaison Committee) will prioritize ELT	Funding will be needed to support ELT opportunities
<b>After School Enrichment Program</b>	Offering ELT after school to address areas of student weakness.	Students' needs will drive the ELT curriculum.	Funding to support ASE and transportation.

### 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)
<b>Student Survey</b>	I am asked to share my ideas about how to make my school better. Previous year: 42% disagree.	30% or less disagree
<b>Staff Survey</b>	I have received adequate training to deliver online instruction. Previous year: 68% disagree.	30% or less disagree
<b>Family Survey</b>	Teachers regularly inform me about how my child is doing academically. Previous year: 53% disagree.	35% or less disagree

## Commitment 1

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

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

F&P Reading levels at end year at or above grade level - 67%

Math mid-year i-Ready diagnostic showing 30% of students on track toward typical growth.

NYS State assessment: Math Academic Achievement Index of 62.

ELA midyear i-Ready diagnostic showing 35% of students on track toward typical growth.

NYS State Assessment: ELA Academic Achievement Index of 89

NYS State Assessment: Science: 60% proficient

## COMMITMENT 2

### Our Commitment

#### **What is one commitment we will promote for 2021-22?**

#### **Why are we making this commitment?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

We commit to deepening connections among students, staff and the community by creating intentional opportunities to practice and build social, emotional, and cognitive skills in a safe and supportive environment.

We have noticed that students have responded positively to activities (both small group and large) that promote relationship building and camaraderie. Survey responses from students indicated how much they looked forward to and enjoyed the "Color Wars" events. Color Wars is a teaming concept aimed at building student relationships and connecting students with each other and staff.

These are some responses regarding student's best day at school:

"that has to be color wars in 7th grade it was so fun. everyone was happy those days."

"When we did color wars last year, It was fun to get out and compete and have so much fun."

Parent responses:

"Good Morning Mr. Batty,  
I just wanted to thank you and the middle school team for organizing and implementing the "Color Wars." My son Matthew Iorio is loving the whole concept and is thrilled to have earned the privilege to go bowling today.  
Happy early Thanksgiving,  
Loren Iorio"

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extend opportunities for students to engage with one another, particularly at the start of the year.	Color Wars “kick-off” Event/Fun Day to re-acclimate students to the “Color Wars” teaming.	We will continue the use of Google forms to gauge student responses to Color Wars activities.	Funding to support Color Wars activities such as performers and field trips.
Targeted efforts to increase participation in after-school clubs and athletics	Develop “Clubs” based on student interests. Past examples include Culinary Club and Chess Club. Increased intramural offerings after school to familiarize students with Athletics. Activities determined by student interest survey. (Google Forms)	Comparisons to previous year’s membership and participation.	Funding for equipment and supervisors/advisors.
Embed SEL opportunities into curriculum.	Creating time in the daily schedule for SEL opportunities such as learning circles, with counselors, social workers, outside agency support staff.	Student discipline referral data and K12 insight survey results (responses to questions related to social/emotional and building culture)	Funding for PD opportunities and planning for staff
Increase engagement opportunities with families and Community	Employ “Street Teams” to conduct home visits. Adjustments of Open House format Extra-curricular evening events for families	Student attendance data Parent exit survey feedback (extra-curricular events)	Funding for refreshments, resources, and planning time for committee



## Commitment 2

## 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)
<b>Student Survey</b>	Students do not threaten and or bully each other in school. 50% Agree	70% or more to agree
<b>Staff Survey</b>	Students do not threaten and or bully each other in school. 50% Agree	60% or more to agree
<b>Family Survey</b>	Students do not threaten and or bully each other in school. 42% Agree	60% or more to agree

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

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

Improved student participation in clubs and extra-curricular events. 10% improvement in club membership and event attendance.

Improved parental involvement at orientations, open houses and forums. 30% improved involvement when comparing previous like events.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

**What is one commitment we will promote for 2021-22?**

**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?*

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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

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

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

**What is one commitment we will promote for 2021-22?**

**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?*

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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)
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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

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



## Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

### ☒ State-Supported Evidence Based Strategy

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

**Evidence-Based Intervention Strategy Identified**

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

**Professional Learning Communities**

Commitment #1

Commitment #2

## ☐ 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)**

Evidence-Based Intervention

## Our Team's Process

### Background

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

### Team Members

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

Name	Role
Andrew Jablonski	Principal
Marissa Gordon	Assistant Principal
Rebecca Schnorr	School Counselor
Erica Casion	Psychologist
Nicole Mongin	Teacher
Diana Hallenbeck	Teacher
James Novotny	Teacher
Jennifer Flynn	Teacher
Jillian Kremler	Teacher
Jennifer Malatino	Parent
Kathleen Konakov	Parent
Michael Iorio	Parent
Amanda Herringshaw	Parent
Amy Lince	Parent
Amy Razzano	Parent
Peter Dworman	Parent
Stephanie Boger	Parent

## Our Team's Steps

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

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

## Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>	<i>x</i>		<i>x</i>	<i>x</i>		
4-27-21	X	X				
5-3-21	X					
5-4-21	X					
5-6-21	X					
5-13-21	X					
5-18-21			X	X		
5-25-21			X	X		
6-3-21					X	
6-24-21					X	X

## Our Team's Process

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

The BLT team grouped noted student responses by commonalities to look for consistent themes.

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### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan**

The BLT team was given direction by the Equity Self-Reflection. The team recognized that our school's largest sub-groups are students with disabilities and economically disadvantaged. From there the team drilled down further to determine specific needs common to these groups. It was determined that student mental health needs and differentiated learning were priorities. The team then compared these results to our student interview results and quickly noted that Curriculum and SEL were common themes.

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## Submission Assurances, Instructions and Next Steps

### Submission Assurances

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

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

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

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

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.