New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Mount Morris CSD	Mount Morris Junior/Senior High School	7-12

Collaboratively Developed By:
The Mount Morris Central School SCEP Development Team   **SCEP Team Members: Tessa Ocke, Jesse Hamilton, Erin Willett, David Provo, Ashley Stowell, Elizabeth Becker, Natalia Mocciaro, Allison Atwell & Breanna Zabiegalski**   *And in partnership with the staff, students, and families of Mount Morris Central 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 will build and sustain strong connections between students, staff, and the community.
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?*	Collaboration amongst stakeholders needs to take place in order to establish a strong connection between students, staff and community. While assessing student interview responses, it is clearly evident that there is a desire to support our community through various clean up activities, field trips, and initiatives. A principle that drives our school culture is strong relationships between the school and the community. A strong connection with the community and the school makes the families and students feel safe which then leads to academic success.

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	Surveys from parents, students, and staff	An increase in opportunities for community participation among our student population. We will gather baseline data at the start of the school year, which will be used to compare at the mid-year, and end-of-year regarding participation levels The number of community activities led by students & staff will increase from the 2022-23 school year Community friendly activities hosted by and/or in partnership with the school	

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	I participate in community activities that meet my interests and hobbies.	60%	
Staff Survey	In our school district, stakeholders work together to build connections between the school and community.	75%	
Family Survey	There is a strong connection between students, staff and community in our school district. This is fostered through community activities that are led by students and staff.	75%	

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)	Surveys from parents, students, and staff	Survey question: checkbox and list all that apply Have you participated in a school sponsored community event?	

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	Surveys Data from participation in clubs	Beginning of the year student surveys: 25% participation, mid-year 40%, end of the year 60%	
Adult/Schoolwide Behaviors and Practices	Communicating information to students and staff about community events	Newsletters, announcements and the monthly Blue Sheet Add a community spotlight feature on the morning announcements	
Student Behaviors and Practices	Participation and attendance in community events	Students tracking information in their community service log (e.g dates, time, activity, hours spent)	

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?
Volunteer opportunities for teachers, students, and parents to help the community	Teachers, students, and families will have the opportunity to give back to their community with different volunteer opportunities This will provide an opportunity for members of all stakeholder groups to work together on a community-based project SCEP team will reach out to the community for volunteer programs	Buses for travel Staff and faculty to help Budget for supplies and resources needed
Ensuring communication to all stakeholders	Parents, students, and community will be notified about community activities and different volunteer opportunities This will provide stakeholders the opportunity to participate in these activities	Announcements, school messenger, Blue Sheet, Facebook/Social Media, Newsletter
Collaboration with stakeholders about new volunteer opportunities	Parents, students, and teachers will meet to create a list of volunteer opportunities SCEP team will reach out to students, parents, and staff set up meetings	Meetings, planning time
Field Trips	Teachers and students will have the opportunity to attend fields trips in and outside of the community	Buses for travel Money for field trips

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We will increase our State Assessment proficiency rating in English Language Arts (44.6%) and Mathematics (10%) by 10% based on the 2021-22 results.
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 the connection between teachers and students is essential in creating a positive school culture that enhances the success of students. We are making this commitment because we believe the connection between students and school is directly connected to student attendance; therefore, performance on state exams and state test scores will increase with optimal attendance rates. We aim to make sure all students' needs are met. Teachers will utilize the instructional look-fors that have been the focus of our classroom visit data (Engagement, Check for Understanding, and Visible Unpacked Learning Targets).

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	Chronic Absenteeism Rate	By the end of the school year absenteeism should reach below 25%	
	Aimsweb - Pre, Mid and Post assessments	By the end of the school year 75% of students should be at the green level on Aimsweb testing	
	Proficiency levels on State ELA & Math Assessments	Students will increase 10% proficiency for the ELA and Math state testing	

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	I feel prepared for the state assessments.	50%	
Staff Survey	My students are prepared for the state assessments.	75%	
Family Survey	The school has prepared my child for the state assessments.	75%	

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)	Surveys	Students, teachers, and parents feel more confident with preparation of state 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	Surveys Benchmark assessments State assessments Aimsweb testing	Student survey in September, December, and April Benchmark assessments - teachers will administer them during the Fall, Winter, and Spring assessment Aimsweb will be given in Fall, Winter, and Spring	
Adult/Schoolwide Behaviors and Practices	Surveys Classroom visit data	Faculty survey in September, December, and April Monthly classroom visits by principal	
Student Behaviors and Practices	Attendance Behavioral referrals	Lower the overall chronic absenteeism rate for grades 7-12 in comparison to 2022-23 data Decrease the number of overall behavioral referrals for grades 7-12 in comparison to 2022-23 data	

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?
Professional learning opportunities based on inclusion	Professional learning focused on effective practices for inclusion instruction This will provide faculty with the strategies necessary for creating an inclusive learning environment	Professional Learning Meetings Co-planning time
Peer tutoring	Members of the National Honor Society will volunteer and help middle school students with schoolwork. Students in need of support will be identified and paired with NHS Members	Schedule-lists of students Providing classrooms Data
Attendance protocols	Students and families will be notified of student absences at 5, 10 and 15 days missed. Our attendance team will collaborate with families and students on attendance plans after 10 days	Attendance notification letters Incentives for students with improved attendance rates
Monthly Classroom Visit	Principal will conduct monthly classroom visits and look for the following instructional strategies; engagement protocols, unpacked learning targets, and checks for understanding	Google forms Data

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 2023-24?	We will work to prioritize the social emotional health and wellness of all students to ensure academic success.
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?*	Upon review of the parent survey, it is abundantly clear that students would benefit from education on age appropriate social skills. The social emotional health and wellbeing of many students has contributed to an increase in high risk behaviors. Students are more likely to attend school if they have a meaningful connection to a trusted adult. Student feedback has centered on a need for more appropriate social opportunities and physical activities. Social emotional learning is a critical component of the educational landscape. Our faculty and staff need to have the necessary training to address this need throughout the school day.

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	Number of high risk mental health referrals Disciplinary referrals	A decrease in the overall number of high risk mental health referrals. A decrease in the overall number of disciplinary referrals.	

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	I have a trusted adult in the building.	75%	
Staff Survey	I feel confident when addressing students' mental health needs.	75%	
Family Survey	My child's social/emotional needs are supported at school.	75%	

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)	Surveys and high risk mental health referrals	Decrease in number of high risk mental health referrals, and surveys at 50% by mid year.	
	Disciplinary referrals	A decrease in the overall number of disciplinary referrals.	

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	High risk mental health referrals and surveys Disciplinary Referrals	Surveys will be administered in Fall, WInter, and Spring High risk mental health and disciplinary referrals will be assessed in Winter and Spring	
Adult/Schoolwide Behaviors and Practices	Surveys Staff survey (overall wellbeing)	Surveys will be administered to faculty in Fall, Winter, and Spring Faulty will be surveyed of their overall wellbeing in Fall, Winter, and Spring	
Student Behaviors and Practices	Disciplinary Referrals	Decrease the number of disciplinary referrals	

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?
Improve SEL support provided by the Pupil Personnel Services (PPS) team.	The PPS team meets bi-weekly to discuss trends in student behavior, academics, attendance and social emotional well being. Each PPS member has a group of students in need that they will work with to provide support throughout the year	Registration Fees Social Emotional materials/supplies and software for counselors SEL Curriculum
Increase assemblies & speakers	We would like to have interactive presentations that engage students based on the initiatives of the SCEP (social emotional learning and culturally responsive education)	Administration of a Survey based on needs from students and faculty in the fall and spring.

Increased activities outside of the school day (Family Fun Night, school dances, etc.)	Students mentioned more opportunities to partake in dances, social gatherings, and fun nights	Students will be surveyed in the fall based on their interests. This will give the SCEP team the necessary knowledge for building student activities.
End-of-the-month competition days	The student interviews outlined a need for more opportunities to build relationships with teachers and staff through the end of the month celebrations and challenges Hold themed-competitions with pairings at end of the month celebrations, which will help improve the connection between students and staff Student voice will be utilized through the beginning of the school year, which will create a plan of activities for the school year Pairings will be re-evaluated mid-year to adjust in order to best fit student needs	Activities, supplies for games, location Time (instructional time)
Student-teacher pairings	Assign new student-teacher pairing groups All students will have at least one faculty member that they are paired with to ensure informal communication Formalize a communication procedure for teachers to check-in with students Schedule end of the month activities with pairings (team building)	Incentivize participation in the monthly activities by awarding prizes Time to create the pairs

	Groups will be assigned in November (pairings from previous year for September and October)	
Professional Learning Sessions focused on mindfulness	Providing faculty professional learning opportunities focused on mindfulness, trauma, and Social Emotional Learning	Chromebooks Classrooms BOCES-turn key

N/A

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	Restorative Justice
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Social Emotional Learning
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our goal is to increase social and emotional well being by providing education through restorative justice. Students need social and emotional support systems.

☐ 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	N/A
We envision that this Evidence-Based Intervention will support the following Commitment(s)	N/A
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	N/A

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	N/A
We envision that this Evidence-Based Intervention will support the following Commitment(s)	N/A
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	N/A
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	N/A

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
Tessa Ocke	SCEP Coordinator
Jesse Hamilton	Principal
Elizabeth Becker	Teacher
Ashley Stowell	Teacher
Allison Atwell	Teacher
Natalia Mocciaro	Teacher
Breanna Zabiegalski	Teacher
Erin Willett	Parent
David Provo	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
Example: 4/6/21				*x*	*x*		
5/1/23	x	x					x
5/18/23					x		
5/30/23			x				
6/20/23				x	x	x	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 gave us a clear understanding of student perceptions regarding daily life as a student inside our building. This process provided us with constructive feedback, both positive and negative, in guiding us through the 2023-24 SCEP. The interviews gave us a needs assessment that identified areas of strength and concern.

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.