New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Kingston City School District	M. Clifford Miller Middle School	5-8

Collaboratively Developed By:
The Miller Middle School SCEP Development Team Andrew Sheber, Principal Tamara Smith, Assistant Principal Salvatore Rosa, Assistant Principal Chris Gallo, Teacher Bruce Cobb, Teacher Kathy Murphy, Instructional Coach Lindsay Marchetti, Teacher Lori DeMercurio, Teacher Deborah Franklin, Teacher Amy Luke, Teacher Amy Torelli, Parent Jennifer Lombardo, Parent Leslea Mendrysa, Parent Teagan Cruz, Student Grayson Winkler, Student Angelina Muelerleile, Student ***And in partnership with the staff, students, and families of M. Clifford Miller 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 reducing bullying in our school to ensure that every student feels safe, respected, supported, and has a true sense of belonging, thus increasing student engagement and motivation.
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 envision that students will improve academic performance if they don't feel bullied. • Survey data indicated that students understand the value of respecting differences, however, survey data also indicated that bullying related to said differences has not decreased. • Analysis meetings found that school avoidance often relates to reports of bullying • We believe that chronic absenteeism will decrease if they don't feel bullied.

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	• Discipline Data • Survey Data • I-Ready Growth Assessment Data • Attendance Data	• A reduction from 33 incidents of bullying in 2022-23 to fewer than 15. • A reduction in percentage of survey respondents indicate having been insulted or teased from 61% to 45%. • 50% of students will show academic growth from fall to spring. • A 10% reduction in chronic absenteeism.	

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	• Have you experienced incidents of being insulted or teased more than once this school year? • Have you or do you know of a student(s) who have tried to stop incidents of bullying when they happen?	• 20% increase of favorable responses compared to last year's data. • 20% increase of favorable responses compared to last year's data.	
Staff Survey	• It is not common for students to insult and tease each other. • Students in this school will try to stop other students from threatening or harassing others using social media.	• 20% increase of favorable responses compared to last year's data. • 20% increase of favorable responses compared to last year's data.	
Family Survey	• My child has been teased and/or insulted more than once in this school year. • Students in my child's school respect each other's differences.	• 20% increase of favorable responses compared to last year's data. • 20% increase of favorable responses compared to last year's data.	

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) | • Discipline Data
• Survey Data
• I-Ready Growth Assessment Data
• Attendance Data | • Fewer than 10 incidents of bullying.
• Fewer than 45% of survey respondents indicate having been bullied.
• 30% of students will show academic growth from fall to winter.
• A 10% reduction in chronic absenteeism. | |

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 • Student Data • I-Ready Assessment Data • Attendance Data	• A 20% reduction from the 365 disciplinary referrals in the 1st quarter of 2022-23 • 50% of incoming 5th grade and 7th grade students indicate a positive transition. • Establish an I-Ready baseline. • Fewer than 10% of the student population has less than 10% of available school days absent.	• 215 referrals 1st qtr 2023-24 (40% drop!) • No survey yet • IReady baseline and growth targets established for all • 12% Chronic inclusive of AE/6% chronic exclusive of AE

Adult/Schoolwide Behaviors and Practices	• Analyze discipline data • Survey Data • I-Ready Assessment Data • Review previous year's chronic absenteeism data.	• Increase in restorative practice responses by 30%. • A 10% decrease in ISS/OSS across all sub-groups. • Establish survey data baseline. • Individual student goals have been established. Skill deficits identified. • No students previously identified with chronic absenteeism are displaying those patterns.change to 10% decrease on	• RP decreased from 112- 61 • OSS decreased by 37%! • ISS increased by 5% • Students set iReady goals Math and reading
Student Behaviors and Practices	• Positive and disciplinary referrals • Attendance data	• 10% reduction in bullying related referrals as compared to the previous 2 years • Survey responses indicate a 10% reduction in unfavorable responses to whether students have been bullied • Attendance data should demonstrate a 10% reduction in the number of chronically absent students as compared to the same time period over 2 years	• Bullying numbers down- need to quantify • No survey yet but fewer investigated incidents of bullying • Almost 40% reduction in CA

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?
Grade-level assemblies	Focus on affective language, bullying vs teasing, being "upstanders." Continue to explore TEAMS assemblies with breaks for	Advance notice of assemblies

	teacher led classroom follow up discussions- capture feedback via survey	
Tay Fischer anti-bullying assembly	Grades 5/6 session, separate 7/8 session	**Fee for presenter**
Quarterly PBIS Reward Events	Dances, Movie nights, Game Night, or other events students can earn free or reduced ticket price	**Funds for refreshments, activities**
Expand Restorative Practices expectations	Ongoing professional development for teachers and staff. Workshops for parents/guardians.	Funds for PD
Continue Positive Choices programing in 6th grade Self and Culture classes	Family of Woodstock (Community based organization) personnel working with Miller students on conflict resolution, healthy choices and positive interactions.	Funds to pay FOW
Explore digital literacy and digital citizenship programs	Research programs (such as Everfi) to deliver digital literacy at various grade levels	Time to read about different programs
Continue Equity work	- Continuing the Equity Ambassador Leadership Program - Continue curriculum development in support of the CRS-E Framework and Critical Inquiry Projects - Participate in the Marist Transformative Classroom Learning Youth Showcase	Time and funds for curriculum writing;
Expand In-touch Mentoring program	1 on 1 check-ins and character building	Funding, time
TSTT Mentoring	Develop program using HS students in the *Today's Students Tomorrow's Teachers* program mentoring 5th grade students	Funding, transportation, time
Continue Wild Earth Partnership	Continue to develop character education in partnership with Wild Earth outdoor education and Wild Earth guided recess	Funding for Wild Earth
Peaceful Guardians Drumming	Students will explore the cathartic and creative aspects of communal drumming	Funding for Peaceful Guardian Drumming

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to incorporating iReady as an integrated system of diagnostic assessment and personalized instruction for Reading and Math to ensure that all students have meaningful learning that is relevant to them.
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 envision that a consistent curriculum from classroom to classroom with vertical articulation would improve student academic performance. - When discussing systems for improvement, we believe we should streamline our professional development efforts to a platform geared specifically to improving outcomes. - It has been observed through our surveys and interviews that students are not reflective about their learning progress and need a more consistent strategy for tracking their own results.

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	IReady diagnostic growth reports	An increase of 52% of Students demonstrate proficiency in Reading and Math (45% in 2022-23)	

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	Do you know your reading level?	>50% agree or strongly agree	
Staff Survey	Do you have students reflect on their assessment results after each administration?	> 50% agree or strongly agree	
Family Survey	Do you know your child's reading level?	> 50% agree or strongly agree	

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)	Mid-year iReady results	60% of students show growth in Reading and Math on their "My Path" reports as compared to the September administration.	

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	Data from iReady assessment	Establish a baseline for each student	• Students have math and reading levels, as well as typical and stretch goals
Adult/Schoolwide Behaviors and Practices	Teachers giving the initial assessment	100% of ELA and Math Teachers reviewing diagnostic reports to set growth goals for students	• Math and ELA mostly, SS ongoing
Student Behaviors and Practices	Students taking the assessment	Students reflecting on diagnostic reports and setting goals tailored to their needs	• Teachers doing "Data chats" after ELA and Math assessments. • Requirement established for 2 My Path lessons/week. • Family reports sent home by teachers

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?
Replace STAR assessment package with iReady (Fall, Winter, Spring)	Time set aside in classrooms to administer the assessments	Time, space, Chromebooks
Train faculty in the use of iReady as an assessment tool (Summer SCDs)	Initial training on software and diagnostic reports, follow up refresher trainings/access to resources	Time, space, Chromebooks
Train faculty in the use of iReady components for addressing skill deficiencies and utilizing iReady curriculum to meet those needs	Reading and Math instruction and/or remediation based on ability groupings	Time, space, Chromebooks
Utilize iReady to set and monitor learning goals	Students review their "My Path" goals	Time, space, Chromebooks
Utilize the individualized program to strengthen QUEST (structured study hall)	Students access their My Path during Quest	Time, space, Chromebooks
Establish a school-wide protocol to review iReady data on a quarterly basis	Teachers and administrators/instructional coaches meet to review student data and form plans to address skill deficiencies	Time, space for meeting
Leverage Storytelling with Karen Pillsworth to model and encourage literacy	Storyteller, Karen Pillsworth, will teach storytelling workshops to address trauma and Adverse Childhood Events (ACE)	Fund for Karen Pillsworth fee and materials

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?	
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?*	

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			

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			
Staff Survey			
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

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			
Adult/Schoolwide Behaviors and Practices			
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?

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 2023-24?	
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?*	

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			

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			
Staff Survey			
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark 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			
Adult/Schoolwide Behaviors and Practices			
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?

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

X 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	Restorative Practices
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1- Reduce bullying.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Survey results and discussion during the analysis meetings revealed that many stakeholders believe that current disciplinary practices are inconsistent

☐ 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	
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
Andrew Sheber	Principal
Tamara Smith	Assistant Principal
Salvatore Rosa	Assistant Principal
Chris Gallo	Teacher
Bruce Cobb	Teacher
Kathy Murphy	Instructional Coach
Lindsay Marchetti	Teacher
Lori DeMercurio	Teacher
Deborah Franklin	Teacher
Amy Luke	Teacher
Amy Torelli	Parent
Jennifer Lombardo	Parent
Leslea Mendrysa	Parent
Teagan Cruz	Student
Grayson Winkler	Student
Angelina Muelerleile	Student

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*		
4/17/23	x						
4/24			x				
5/5		x		x			
5/9						x	
5/15			x		x		x
5/16					x		x
5/18					X		
5/19					x		
5/22					x		x
5/31							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 were conducted over several days and included students grades 5-8, of varied ethnic and racial composition.   - Students very much had bullying and conflict on their minds and identified that they need more adult support to change the trends of student-to-student interactions.   - Students also spoke to differences in teaching approaches and curriculum that lead to low motivation on their parts.   - Students reported that they are not in the habit of setting academic goals.

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.