New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Smithtown	Accompsett Middle School	6-8

Collaboratively Developed By:
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And in partnership with the staff, students, and families of Accompsett Middle School.

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to improving student achievement in Mathematics and English Language Arts (ELA).
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 would like to improve our participation rate on the state assessments. A large number of the students in this school (and district) do not participate in state assessments. The school (and district) recently initiated a pilot system to gather school-wide data to monitor student progress against normed benchmarks. Historically, the lack of data impacts the ability to identify those students who would benefit from additional intervention. The economically-disadvantaged population often lacks resources at home to support the learning process, mainly attributed to financial hardship. Test-taking skills and strategies are not maximized by students nor are they always used with automaticity. Students who require ENL support/services are transported to Accompsett Middle School for their instructional program. Since there are students who are both Economically-Disadvantaged and ENL or Former ENL students that have been assigned to this middle school, there is a higher percentage of ENL students in the Economically-Disadvantaged category at Accompsett Middle School as compared to the other two middle schools, making them more likely to be identified. Historically, our ENL population maintains a low profile, avoids asking for support from the school, and fears school officials coming to their residence.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Renaissance Star Reading & Star Math	Utilize a school-wide, state-aligned, research-based student growth tool. The local assessment will be administered to all students.	We will use a school-wide, state-aligned, research-based student-growth tool. At three points during the school year, the local assessment will be administered to all students. Quantitative data will be compared from one administration to the next to determine student progress.	Sustained Funding - Renaissance STAR Assessment Tool for ELA and Mathematics Time - Develop test administration schedule
Administrative Council Planning	During a Combined Administrative Council Meeting, discuss strategies to promote elementary student participation on the State Assessments. By the time students are in 6th grade, their parents may have already refused to permit their child to take the test for three years.	Prior to the State Assessments, we will discuss strategies to promote elementary student participation on the State Assessments. By the time students are in 6th grade, their parents may have already refused to permit their child to take the test for three years. The percentage of student participation in State Assessments will be compared from one year's administration to the	Time - add this item to an upcoming Council Meeting agenda

		following year's administration.	
Expand access to outside reading materials	The school will provide supplemental resources for use by the economically-disadvantaged population to use at home to assist with learning. We implement a "Book Share" program, Book Box subscriptions, and Family & Community Engagement (FACE) program. We will explore the creation of a Faculty-Parent book club with the PTA.	Provide parents with the tools necessary to support their children at home. Next fall, we will encourage students to donate books and select books to make their own.	Purchase books via an approved vendor. Time - Develop a Book Share program
Provide access to student learning data	Share local growth data and related student progress reports to all parents. As appropriate, staff members will have conversations with students regarding their STAR results.	Shortly after the administration of each benchmark assessment, we will share local growth data and related student progress reports to all parents.	AIS Providers and Clerical team need time to prepare reports for dissemination via email or traditional mail.
Maintain Personnel	Explore the creation of an ENL liaison. This employee would be bilingual and could be utilized at our magnet schools to outreach to ENL parents. Responsibilities would include educating and informing parents regarding registration process, academic needs, social emotional issues, technology, IEP understanding, student schedules, extra-curricular activities, transportation, homework, state assessments, website links, as well as all opportunities provided by the district for parent engagement and student success. The ENL liaison will help meet the needs of ENL students and their families.	Throughout the year, the ENL liaison will help with registration process, academic needs, social emotional issues, technology, IEP understanding, student schedules, extra- curricular activities, transportation, homework, state assessments, website links, as well as all opportunities provided by the district for parent engagement and student success. A log of interactions with ENL families and the ENL needs met will be maintained by the ENL Liaison. It is anticipated that an increase in ENL parent engagement and ENL student	Sustained funding our ENL liaison position.

		success will be noted over time.	

End-of-the-Year Desired Outcomes

Schools' 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)*
Student Survey	I feel challenged at school. (Previous year 70%)	75%
	I feel prepared to do well on class assignments. (Previous year 85%)	90%
	My school sets high learning standards. (Previous year 78%)	85%
Staff Survey	This school partners with the community to positively impact student learning. (Previous year 73%)	80%
	High standards are set for all students in my school. (Previous year 79%)	85%
	I am given the instructional support I need to teach my students. (Previous year 93%)	95%
Family Survey	My child receives support that addresses his or her individual needs. (Previous year 60%)	65%
	Teachers tailor instruction to my child's strengths. (Previous year 37%)	50%
	Teachers regularly inform me about how my child is doing academically. (Previous year 41%)	50%

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 2022-23 school year.

The participation rate on both the ELA and Math Assessments will improve.

We will maintain an internal, dated parent communication log which will be used to measure the level of ENL parent engagement.

The building will propose at least one research-based, student-growth tool for District approval and implementation in the Fall of 2022.

The Book Share Program will provide increased access to books for economically-disadvantaged students.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to helping students and parents by enhancing communication regarding student attendance and academic progress.
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?*	Many families do not feel they are contacted regularly by teachers to discuss the progress and behavior of their child. While using the online gradebook, at times, grades are not entered until later in the quarter, and students do not have an accurate indication of their running quarterly average. During the 2020-2021 school year, **4.4**% of our Economically-Disadvantaged students were chronically absent. At times, students who were chronically absent are more likely to stay home to care for a younger sibling.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Administrative monitoring	Communicate and monitor the implementation of the Grading System regulation and related expectations with the faculty.	By the end of the Fall semester, we expect consistent teacher use of the PowerSchool gradebook.	Time - make sure the administrator monitors quarterly compliance
Enhance parent communication efforts	We will discuss mechanisms to enhance communication with parents at the monthly School Improvement Team meeting and implement revisions to current practices to increase parental outreach and communication efforts.	Throughout the school year, use tools, such as Remind, to efficiently communicate with students and parents. During monthly faculty meetings, school leaders will share best practices related to parent communication.	Schedule this topic as a standing item on the monthly faculty meeting agendas.
Monitor gradebook content	At the 5-week mark, we will pull data to verify consistent application of the grading regulation.	During each 10-week marking period, we expect grades to be posted on the Parent Portal shortly after assignments are graded.	Time - make sure the administrator monitors quarterly compliance
Encourage Parent Involvement	Support the implementation of a Parent University in order to increase parents' understandings of both academic needs of children as well as fostering school home partnerships.	We will review the level of parent participation at Parent University, PTA meetings, and Orientation programs.	Time - plan the event and promote parent participation

Targeted efforts to increase student attendance	Follow up with families of chronically-absent students via phone, Google Meet, or schedule a home visit. As needed, secure translation services prior to contacting the parents/guardians.	During weekly Instructional Support Team meetings, offer chronically-absent students additional support, such as AIS, using a research-based benchmark assessment for progress monitoring. In September, develop a system for daily monitoring of late arrivals and full day absences.	Instructional Support Team needs time to monitor those identified as chronically absent
Maintain Personnel	Identify a Bilingual Parent Outreach Coordinator charged with building trust with the ENL population.	During home visits, a translator will accompany school officials to converse with parents and to assure them of their safety.	Funding for ENL liaison position. Time to conduct home visits for at-risk students
Utilize Translation Services	Throughout the school year, we will encourage teachers to utilize Propio and Talking Points (free resource) translation services.	Towards the end of the school year, we will request the usage log from the vendor and compare this data with the 21-22 log.	Schedule this topic as a standing item on the monthly faculty meeting agendas.

End-of-the-Year Desired Outcomes

Schools 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)
Student Survey	I feel challenged at school. (Previous year 70%)	75%
Staff Survey	This school partners with the community to positively impact student learning. (Previous year 73%)	80%
Family Survey	I am satisfied with the communication I receive from my child's school (Previous year 68%)	75%

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 2022-23 school year.
At the 5-week mark, pull data from the student information system. By the 5-week mark, teachers will have either a comment representing current performance or a running average for each child.
We will survey the parents again to determine if their level of satisfaction with communication regarding student progress improved.
Parents will be informed via the school website and other means of notification of extra help opportunities offered by teachers for students.
The Chronic Absenteeism rate for the Economically-Disadvantaged population will be below **4.4**%

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	Instructional Coach
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	ELA, Math, Survey (communication)

☐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)	

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
Paul McNeil	Principal
Theresa Donohue	Assistant Principal
Gena Agostino	Reading Teacher
Christine Colacino	Math Teacher
Meredith LaParle	ENL Teacher
Anu Andrews	Parent
Mayra Roldan	Parent
Joelle Scelza	Parent
Jennifer Wasielesky	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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
5/2/22				x		
5/18/22				x		
5/24/22				x		
5/25/22	x					
5/26/22	x					
5/30/22					x	x
5/31/22			x	x		
6/1/22		x				
6/6/22			x	x	x	
6/17/22			x	x	x	

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
As part of our district's efforts to be responsive to our students' needs this year, we conducted a survey of all secondary students to ask them what they need to succeed in school. Several students participated in follow-up discussions with school staff to provide us with additional details and ideas regarding their middle school experience. A Google Meet was available to students participating remotely. Their responses were incorporated into the plan and informed district/building decision making. Based upon the student interviews, student engagement and social-emotional support were common areas of concern.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
Based upon the Equity Self-Reflection. the team's plan focused on the following practices: ● Foster close relationships with students and families, including working with families to gather insight into students' cultures, goals, and learning preferences. ● Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. ● Use resources written and developed by racially, culturally, and linguistically-diverse perspectives.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.