



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Spencerport	Cosgrove Middle School	6-8

Collaboratively Developed By:

The Cosgrove Middle School SCEP Development Team

SCEP Team Members:

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And in partnership with the staff, students, and families of Cosgrove 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 2022-23 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 1

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening connections among Students, Staff, and the Community in order to foster a learning environment of safety, inclusivity, and well-being.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	<p>In many ways the 21-22 school year was the most difficult of the pandemic, for adults and students alike.</p> <p>In the student interviews, it is clear that students are stressed and concerned about the behavior of their peers. Students expressed the need for time outdoors and more "fun" built into the school day. Students continued to miss out on extracurricular activities due to transportation issues. Field trips, and the social interactions that are part of the middle school experience, were also limited.</p> <p>At Spencerport, our mission is: <i>"Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community."</i> The adjustments we have had to make in response to the pandemic have made it increasingly difficult to support students in developing these skills and attitudes to contribute to our global community. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Welcome and acclimate students to the building.</p>	<ul style="list-style-type: none"> -Teach the updated building schedule to students -Meeting all teachers in grade levels and departments -Taking the first week as an “orientation”: encouraging an emphasis on icebreakers and community building activities -Incorporate SEL playbook strategies into classroom -Engage in community circles at the start of the school year - PBIS building wide expectation lessons - Creation and distribution of the PBIS tool box 	<p>Surveys and feedback forms will help gauge student connections to school.</p>	<p>Funding for activities and time for staff to plan.</p>
<p>Target efforts to increase participation in clubs and activities.</p>	<ul style="list-style-type: none"> -Advertise clubs and activities that are available through multiple outlets -Promote clubs and activities through a fair toward the beginning of the year -Offer after school activities based on student interests, with explicit attention toward those struggling with attendance or connections 	<p>At least 65% (about 550 students) will sign up or be involved in at least one extracurricular activity.</p>	<p>Bus transportation for clubs and activities, funding of materials for clubs, staff to advise and organize clubs, stipends for club advisors.</p> <p>Attendance/participation rosters for all: being able</p>

	-Measure student extracurricular engagement (can include more than clubs and activities offered at school – such as sports)		to physically collect this information.
Increase opportunities for students to collaborate and communicate with others while learning.	<ul style="list-style-type: none"> - Provide students with expectations of appropriate small group discussion and social interactions - Emphasize blended learning -Encourage group projects and collaboration during department planning time -Prioritize hands-on/group work in classrooms to the greatest extent possible -Utilize content focus coaches - Encourage a variety of seating and grouping arrangements during the school year 	<p>Departments can use planning time to share/self-report strategies and collaboration in the classroom, included in department minutes or shared out at teacher leader meetings.</p> <p>Teachers are actively involved in co-planning collaborative lessons throughout the year.</p>	<p>Schedule allows for common planning for departments and teachers.</p> <p>Time during teacher leader meetings to discuss progress.</p>
Create opportunities for teachers and staff to make connections with each other across grade levels and departments.	<ul style="list-style-type: none"> -Plan team building activities throughout the year -Focus on improving the climate and morale among staff 	Utilize faculty and department meetings paired with teacher feedback on survey regarding feelings of connections.	<p>Time during faculty and department meetings</p> <p>Survey questions</p>
Implement community circles throughout the building.	<ul style="list-style-type: none"> -Implement bi-monthly community circles -Training for new staff/faculty - Utilize faculty meetings and conference days 	Student feedback on survey regarding feelings and connections.	<p>Survey questions</p> <p>Funds for training</p>

<p>Monitor attendance, behavior, and course performance.</p>	<ul style="list-style-type: none"> -Utilize grade-level team meetings to discuss student progress, learning loss, attendance, and behavior -Collaborate with grade level counselor, administrator, TOSA or Teacher Leader, and teachers to identify specific student needs and provide necessary supports -Investigate a peer mediation/Restorative Justice approach to resolve negative student behaviors and interactions in the school -Monitor other indicators that may have an impact on whether a student completes middle school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, Involvement with social services or foster care, Reports of substance abuse, overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences) 	<ul style="list-style-type: none"> -Utilize grade-level team meetings to monitor student progress -Utilize TOSA, or Teacher Leader, to analyze student data -Analyze data from student progress reports and report cards -Analyze behavioral data and student survey results 	<ul style="list-style-type: none"> -Grade-level team meeting time -Infinite Campus and Schoology
<p>Create opportunities for students to improve positive peer interactions</p>	<ul style="list-style-type: none"> -School-wide positivity challenge -Festival of Nations event -8th grade trip -Field trips -Community circle discussions 	<p>Student feedback on survey regarding feelings and connections.</p>	<p>Financial resources for field trip. Administrative coordination of events.</p>
<p>Climate and culture of students</p>	<ul style="list-style-type: none"> -Bivona training -DigCit -Community circle discussions -Guest speakers -PBIS events -Grade level meetings 	<p>Student feedback on survey regarding feelings and connections.</p>	<p>Time during schedule for assemblies, school wide events.</p>

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>
Student Survey	This school offers activities and clubs that I am interested in participating in.	95%
	I feel connected to my school.	95%
	I feel connected to my peers.	95%
Staff Survey	I feel connected to this school and my colleagues.	95%
	I feel connected with my students	95%
Family Survey	My child feels connected to this school.	95%
	The staff at this school care about my child.	95%

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.

High participation in clubs and activities (65% of students involved)

Feedback from survey data related to strategies (90-95% agree or strongly agree)

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant, culturally responsive curriculum, and a personalized learning approach for each student.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe as a school that our students need to share common curricular experiences to prepare them for success in high school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p> <p>Students shared in interviews that they are stressed by schoolwork and tests. Students also expressed anxiety over transitioning between new grade levels, switching teams, meeting new teachers, and navigating friendships.</p> <p>Optimal learning occurs when students feel connected, accepted, and safe. This commitment builds off of commitment 1.</p>

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?
Structure vertical collaboration that emphasizes sharing strategies students used in previous grades.	<ul style="list-style-type: none"> -Utilize Atlas to store collaborative files for each grade level. -Utilize SharePoint and Schoology groups to share assessments and activities -Utilize shared department time during advisement 	<p>Teachers are connecting with colleagues in the building regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously.</p> <p>Teachers are referencing these strategies, resources and mnemonic devices during instruction.</p>	<p>Atlas, SharePoint, Schoology, eDoctrina</p> <p>Teachers connect with colleagues and TOSA in the building during allotted schedule time.</p>
Structure grade level collaboration that emphasizes common strategies and appropriate materials.	<ul style="list-style-type: none"> -Utilize the teachers to align curriculum during grade-level meetings and department meetings, with the assistance of the administrator and the Teacher Leader or TOSA -Utilize the Teacher Leader or TOSA to provide specific support directed toward the 6th, 7th, and 8th grade staff ensuring that all teachers are using common strategies and assessments 	Common strategies and assessments are used across classrooms.	Schedule – grade-level and department meetings Time – making sure the Teacher Leader or TOSA has their time protected and is not diverted toward other responsibilities.

Commitment 2

	- Refine and develop age appropriate formative, summative, and performance based assessments		Time to collaborate and develop assessments.
Increase culturally relevant curricular materials.	-Utilize grade level teams to consider how to best provide a similar experience for the students in their grade level that reflects culturally responsive materials	Teachers will continue to review texts, images, and materials to ensure they reflect a culturally diverse audience. Students are given the opportunity to provide feedback in the spring about existing materials and the possible selection of new materials.	Schedule - time in grade level and department meetings Purchasing new books for the school and classroom libraries. Purchasing curricular materials to supplement existing curriculum.
Support students with needs in specific skill areas.	-Administer the NWEA test in math and ELA in the fall, winter, and spring during the school year to students -Provide time for RTI and content area teachers to analyze NWEA results -Analyze student placements for tiered support services -Investigate targeted support systems for students to receive tutoring services after school -Develop MTSS model specific to Cosgrove's needs.	Teachers will analyze the school-wide results from the NWEA throughout the school year. Students will have the opportunity to receive academic support after school.	Department and grade-level planning time. Time during the school year for students to take the NWEA test in-person. Financial support to fund teachers and food for an after school tutoring program

Commitment 2

	<p>-Continue to expand the “Ranger re-boot” tutoring program</p> <p>-Continue to expand summer offerings for students who need additional support</p>		<p>Financial support to fund teachers and food for an after school tutoring program.</p>
<p>Equitable Grading</p>	<p>-Explore elements of equitable grading practices by department</p> <p>-Sharing examples, ideas, and results of implementing equitable grading practices</p>	<p>Quarter grades, year-end grades, final exam grades.</p>	<p>Time during department and faculty meetings to discuss equitable grading.</p> <p>Time during teacher leader meetings and BPT to discuss the impact of equitable grading procedures.</p>

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I see people of my race(s), culture(s), religion(s), and gender(s) represented in what we read in class and the activities we complete.	95%
	I feel supported with my school work.	95%
Staff Survey	I have opportunities to collaborate and learn from my colleagues.	95%
	I am reflective in making my lessons culturally responsive to my audience.	95%
	I provide opportunities for personalized instruction for my students.	95%
Family Survey	The school values the backgrounds and identities of the school community.	95%
	The school’s policies and programs reflect, respect, and value the diversity of the families in the community.	95%

Commitment 2

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.

Increases in the racial diversity of the main characters from texts and materials used in instruction.
Math and ELA NWEA results "At or Above Grade Level": 10% increase from fall to spring assessment.

Evidence-Based Intervention

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	Instructional coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Coaches will help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.

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

All three grade levels conducted interviews with students and provided a summary of the student responses. The team reviewed the student responses from the interviews that were conducted during the 2021-2022 school year and collaborated in order to build this SCEP plan for the 2021-2023 school year.

Equity Self-Reflection

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

The team completed the equity self-reflection as a team and worked together to address the needs that were identified during the process.

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, 2022.

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.

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 2022-23 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 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

Submission Assurances, Instructions, and Next Steps

Bullying/conflict/behavior

Teachers provide support

Students are stressed – get outside/ importance of fun/

Walking path/distance to other buildings