



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
North Syracuse	North Syracuse Junior High School	8-9

Collaboratively Developed By:

The North Syracuse Junior High School SCEP Development Team

And in partnership with the staff, students, and families of North Syracuse Junior High 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](#)

Guidance for Teams

- [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 I

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to strengthening our ability to provide teaching and learning that aligns instruction to standards, articulates measures of success and engages all students in their learning, with a specific focus on ELA and Mathematics.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> • 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?	This commitment is embedded into the NSJHS vision statement: NSJHS is a place where all students and staff are engaged in the learning process through 21st Century Skills, hands-on activities, access to technology and differentiated instructions. Students shared in interviews that they don't always know or understand the purpose of activities or lessons in their classes. Many students shared that they do not feel challenged in their classes. On the June 2023 student survey, 49% of students said that they use student learning targets/goals ("I can...") in their classes. 51% of students said that their school work is challenging and 47% stated that their teachers explain things in different ways so that all students can learn. On the June 2023 family survey, 42% of families said that the school has a strong curriculum that meets the needs of their children and 44% stated that their child is challenged by his/her teachers. Results from the staff survey showed that 38% of staff stated that school leaders require staff to utilize specific data for the purposes of instructional planning and measuring student progress.

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)

Commitment 1

End-Of-The-Year Goals	Walkthrough data	Common strategies are used across classrooms.	
	End of the year Aims Web data in reading and math (8 th grade)	70% of students are at or above grade level	
	End of the year RI data (9 th grade)	70% of students are at or above grade level	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Our school leaders walk around our school and visit classrooms. (29.7%)	70%	
	We use student learning targets/goals ("I can..") in our classes. (49.6%)	70%	
Staff Survey	Our school leaders frequently visit our classrooms, conducting informal walkthroughs. (20%)	70%	
	Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion. (32.5%)	65%	
Family Survey	Our school leaders set high standards for students and staff. (45%)	70%	
	My child is challenged by his/her teachers. (44%)	70%	

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 <i>(complete when reviewing mid-year data)</i>

Commitment 1

Mid-Year Benchmark(s)	Walkthrough data	Walkthroughs are occurring by the admin team. Teachers are utilizing best practices and common strategies and resources regularly during instruction.	
	Mid year Aims Web data in reading and math (8 th grade)	62% of students are at or above grade level	
	Mid year RI data (9 th grade)	62% of students are at or above grade level	

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance data	92% or higher daily attendance rate.	
Adult/Schoolwide Behaviors and Practices	PLC time for collaborative teams	Teams will begin weekly meetings in October. We will look for consistent protocols among teams.	
	Learning Targets posted (as seen during walkthroughs)	All teachers will have learning targets, documented during admin walkthroughs.	
Student Behaviors and Practices	After school schedules	Increase in number of students staying after school for additional support.	
	Students self-assessment (as seen during walkthroughs)	Teachers will utilize I Can statements to engage students in self-assessment of learning targets, documented during admin walkthroughs.	

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?
Every teacher will continue to articulate measure(s) of success in their daily lessons to set a purpose for learning and engage students in self-assessment.	Learning Targets: Every teacher will have “I can” statements on their board (daily). Parameters of quality learning targets with success criteria and indicators will be shared with all staff at the beginning of the year, providing a common template for writing learning targets. Classroom teachers will instruct students in self-assessment to establish a purpose for learning activities and determine their level of success with their learning.	Professional Development focused on learning targets, formative assessment and student self-assessment (as needed).
PLC/Collaborative Team Time	Collaborative teams will meet weekly, following building-established protocols. Student data and best practices will be discussed.	Scheduled time Protocols for PLC time
Administrative Walkthroughs	The administrative team will communicate with BPT to share purpose for classroom walkthroughs including building trust and rapport among staff, administration and students as well as improvement in culture and climate of the building. Each administrator will conduct ten walkthroughs each week. Administration will create a form documenting the walkthroughs (to include teacher/class and date) Administration will provide feedback from walkthroughs at staff meetings. Administrators will provide acknowledgement to teachers with a note	Creation of form/checklist and schedule to document walkthroughs.

Commitment 1

	on their desk or in their mailbox after the walkthrough is complete. Administrators will research articles or books on walkthroughs to improve their own practice.	
Promote State Testing	Letter home to parents/students regarding state assessments. Building-wide celebrations. Discuss state assessments as a topic at Community Connections meeting with parents. Improvements in proctor training that include scenarios/what-ifs during implementations.	Creation of letter to send home
Creation of daily math help	Math help will be available to students during each block of the school day	Scheduling math teachers for math help
Creation of math workshop	Creation of 8 th grade math workshop during each block and continuation of math workshop for 9 th grade students.	Scheduling math teachers for math workshop.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to continuing to form and strengthen connections among students, staff and families.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i>	North Syracuse Junior High School is a place where all students and staff are physically and emotionally safe, engaged in the learning process and are active members of our school community. The transition to NSJHS from both middle schools continues to be a challenge for many students. Strengthening connections among staff, students and families will help with successful transitions throughout the school year. We are committed to strengthening connections among all stakeholders in the school community for the students' social, emotional and academic success. During student interviews, most students shared they felt a connection with at least one staff member, however June 2023 student survey data showed that more communication is needed with families. 45% of students said that teachers provide information to their families and 49% of students said that school has conferences for families, students and teachers to talk. Family survey data showed that strengthening connections with parents and guardians is needed. During the family survey, 20% of families said they feel connected to school. Staff survey results also caused us to reflect on the need to continuing to improve connections, as these connections (both adult to student and student to student) play an important role in student success. In the June 2023 staff survey, 39% of staff shared that, as a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships. 47% of staff said that we have created a school that is student-centered. 44% of staff said that they contact families on a routine basis, not just in times of concern.

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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Attendance data	93% attendance rate for the 2023-2024 school year.	
	Extra-curricular activity involvement	70% of students will be involved in at least one club, extra-curricular activity and/or sport.	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	My teachers are supportive and encouraging. (58%)	70%	
	My teachers motivate me to work hard and succeed. (53%)	70%	
	My teachers provide information to my family. (45%)	70%	
Staff Survey	We contact families on a routine basis, not just in times of concern. (44%)	70%	
	As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships. (39%)	70%	
Family Survey	As a parent/family member, I feel connected to our school. (20%)	70%	
	Teachers support children's emotional needs, increasing their confidence as learners. (38%)	70%	

Commitment 2

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)	Attendance, behavior and course performance data Involvement in NSJH Connect (mentor program)	STAR teams will analyze student data and identify supports to help students who are showing attendance, behavior and academic concerns. Number of students participating in the program will increase from last year. Students will report that participating in the program has led to strong student-staff and student-student relationships and increased connection to school.	

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	NSJHS Connect student data	Increase number of participants (compared to last year)	
Adult/Schoolwide Behaviors and Practices	Referrals to STAR teams	Appropriate referrals from staff to STAR teams	
Student Behaviors and Practices	Attendance data	90% or higher daily attendance rate	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 2

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?
Extend opportunities for students to engage with one another in-person, especially at the start of the school year.	Hot Dog Roast – All 8th and 9th grade students and their families will be invited to attend the Hot Dog Roast/Orientation prior to the start of the school year (August 29, 2023). Students will have their scheduled, locker number and combination and teacher supply lists will be available. Whole group assemblies at the beginning of the year to welcome students, review core values, and introduce key staff (September 2023)	
Actively promote participation in after school clubs	Club tables at the Hot Dog Roast. Club fair during the first month of school. Continuation of additional clubs that have been established: mural club, Positivity Project, NSJHS Connect, photography club	after school bussing, stipends for clubs that do not have an advisor through the district, funding of materials
Continue to provide opportunities for parent involvement	Open House (October 5, 2023) Community Connections Meetings – planned and advertised throughout the year with key topics (5 meetings during the year). Parent Information Night with counselors (November 2023 – for 8th grade students).	
Continue positive communication	Positive postcards available in the main office. Each teacher will make ten positive contacts home per marking period. (postcards and/or phone call)	postcards
Continue NSJH Connect – mentor program	Advisors will coordinate activities and connections between staff/students	Space and time for mentors to meet with their students. Funds for materials

Commitment 2

Restorative Practice Committee	Restorative Practice committee will continue to meet monthly throughout the school year to discuss best practices, building relationships, and sharing information with staff.	Funding for meetings after school hours
Promote consistent utilization of school-wide core values "NorthSTARS"	Restorative Practice committee will revise core values as needed (August 2023) Creating and implementation of staff core values, modeling from student NorthSTARS. Assembly to review building-wide core values (September 2023) Posters hung throughout the building and in every classroom. Postcards available at the hot dog roast. Staff will continue to teach and review building-wide core values.	
Focus on creating a positive and supportive environment through the Positivity Project	Continue the staff and student P2 club to promote positivity throughout the building. Club will meet monthly to develop and organize building-wide activities, with student leaders meeting in August 2023 to train and plan with staff leaders.	Stipend for advisors; materials for activities

Commitment 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.

☒ 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1: We commit to strengthening our ability to provide teaching and learning that aligns to standards, articulates measures of success and engages all students in their learning.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	PLCs will meet weekly using protocols established by the building's guiding coalition. PLCS will meet to analyze student data, discuss student learning and best practices to improve practice and student learning.

☐ 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
Nicole Brown	teacher
Elizabeth Cannella	teacher
Katherine Carr	teacher
Suzanne Francis	parent
Kristen Hill	Associate Principal
Courtney Lepore	teacher
Danielle Licata	teacher
Kiersten Klem	teacher
Tim Krueger	teacher
Mark Kulakowski	counselor
Kelly Moen	teacher
Constance Turose	Principal
Victoria Weir	teacher
Charles Yonko, Jr.	Associate Principal

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
June 5, 2023	x						
June 7, 2023					x		
July 13, 2023		x	x	x			
August 7, 2023						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 was very informative and helped provide student insight and voice. The team discussed the results of the student interviews. As a result of this discussion, it was noted that students want more purpose for their learning and desire more interaction and connect with staff throughout the building.

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.