New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Central Valley Central School District	Gregory B. Jarvis Middle School	5-8

Collaboratively Developed By:
The Jarvis MS SCEP Development Team ***And in partnership with the staff, students, and families of Jarvis MS.***

Evidence-Based Intervention

X State-Supported Evidence Based Intervention

If "X' is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	Restorative Justice
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We envision this evidence-based intervention will support commitment #3

How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Restorative justice is defined as "a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible." Restorative justice in school settings is being used to replace traditional punishment practices with a community-oriented approach that involves all stakeholders finding a solution. Benefits of restorative justice include: ● Reduces exclusionary discipline ● Builds stronger interpersonal relationships ● Improves respect amongst peers and teachers ● Reduces overall stress in the school community ● Allows teachers to focus more time on teaching ● Narrows racial disparities in disciplinary action ● Improves student academic performance ● Encourages all parties to take responsibility Restorative justice as an evidence-based intervention aligns to what the team learned when exploring the envision/analyze/listen process. Some of the data obtained includes: ● Parent Survey: Discipline was a key topic in the responses, with participants expressing a range of views. Some felt that there needed to be stricter consequences for negative behavior, while others called for fairer and more consistent enforcement of rules. There were also concerns about staff behavior towards students and a perceived lack of accountability for student actions. The overall perception was that improvements

	in discipline could enhance the learning environment and student behavior. ● Student Survey: Many respondents mentioned that their friends make them feel welcomed at school. They appreciate the support, companionship, and sense of belonging that their friends provide. This includes being able to talk to them about anything, seeing them every day, and having them around for years. ● Staff Survey: Emotional support was another common theme, with participants suggesting that students need more counseling and mental health resources. There was also a call for more patience and understanding from teachers, as well as the need for students to learn life skills such as grit and mental strength. Some participants suggested that students need more support in dealing with their feelings and that teachers should be there to support and care for them.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to academic success on NYS ELA assessments, with a specific focus on students with disabilities.
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 a school building with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in reading and writing. A focus on ELA is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, SWDs in the MS had a core performance score for ELA of 23.08 in 22-23.

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Enhanced Cross-Curricular Instructional Practices	☐ NEW X EXPAND ☐ REFINE	Cross-curricular teaching, also known as interdisciplinary learning, is an instructional practice that integrates multiple subjects into a single lesson or course. It can involve teachers from different subjects collaborating around a common theme or project. While many teachers and content areas currently work in collaboration, we look to expand our enhanced cross-curricular instructional practices across the MS in 24-25.

		Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below: ● Student Interviews: One student shared "That in math I need a little help and with ELA, to check up on students once in a while and see how they are doing." ● Staff Survey: Academic support was a recurring theme in the responses, with many participants suggesting the need for more intensive instruction in reading and math, smaller class sizes, and more individualized attention for students who are struggling. There was also a call for more certified reading teachers, particularly for special education students. Some participants suggested that students need to understand why education is important and that there should be more accountability for academic failures.
MTSS-I Framework	☒ NEW ☐ EXPAND ☐ REFINE	NYSED's MTSS-I Framework has been designed to take a holistic approach to identifying and addressing students' unique needs, using a lens that is responsive to every student's social identity, culture, and language. Using a continuum of evidence-based and culturally responsive instruction, interventions, and assessment practices, all students receive the precise level of support they need. Other benefits related to MTSS-I include: ● Specific types of support provided for all individuals who interact with students in the form of PD, technical assistance, and instructional coaching ● Clearly defined roles and responsibilities for all individuals who interact with students ● a coherent system for continuous improvement ● a common understanding and language when discussing implementation and expected outcomes. Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:

		● Student Survey: A supportive environment, characterized by respect, kindness, and understanding, was another factor that made students feel welcomed. This included teachers' support, the availability of help when needed, and the overall positive attitude of the school community. Students appreciated when they were treated well and when their individual needs were acknowledged and addressed. ● Staff Survey: The school environment was another important theme, with participants suggesting that schools need to be more welcoming and supportive environments for students. There was a call for more consistent expectations and guidelines, as well as the need for more hands-on activities and fun in the school day. Some participants suggested that schools need to be a destination for teachers, not a stepping stone, and that the school environment should be conducive to learning. ● Family Survey: Many responses highlight the school's success in providing a strong academic environment. This includes offering advanced classes, honors programs, and a variety of clubs. The school is also praised for its efforts in identifying students who need help and providing them with the necessary support to succeed academically.
Data-Driven Practices	☐ NEW ☒ EXPAND ☐ REFINE	The current age of greater accountability in schools has challenged educators to seek effective ways to incorporate data into their decision making processes from the central office to the classroom. However, this is not just a matter of collecting more data. For data to inform decisions about policy, programs, practice, and student placement, three critical factors need to be taken into consideration: data quality, data capacity, and data culture. We look to expand on our current data utilization practices across the school building. Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:

		• Staff Survey: Many responses suggest that academic support is crucial for student success. Suggestions include creating extra periods for English and Math, intensifying reading instruction, starting after-school clubs, and adjusting scheduling to better suit students' needs. Some respondents also suggest hiring more teachers and support staff, such as social workers and psychologists, to provide additional academic support. • Student Survey: Many students expressed their enjoyment of academic aspects of school, such as specific subjects like math, science, and gym. They also mentioned liking the learning process, the opportunity to learn new things, and the challenge of certain subjects. Some students also mentioned liking specific teachers and the way they teach.

Implementation

KEY STRATEGY 1	Enhanced Cross-Curricular Instructional Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Develop Curriculum/Vertical Alignment Work for Targeted Block Instruction	X by EPM ☐ by MYB
PD Related to Instructional Strategies and Interventions	☐ by EPM X by MYB
Implement Targeted Block Instruction	☐ by EPM ☐ by MYB
Progress Monitor Students in Pilot Group	☐ by EPM ☐ by MYB
Collect Feedback and Reflect on Success of the Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 2	MTSS-I Framework

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Form MTSS-I Committee	X by EPM ☐ by MYB
Create Meeting Calendar	X by EPM ☐ by MYB
Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)	☐ by EPM X by MYB
Continue Developing an MTSS-I Plan	☐ by EPM ☐ by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 3	Data-Driven Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Professional Development-Analysis of of Historical Data	X by EPM ☐ by MYB
Establish Jarvis Data Team Protocols	X by EPM ☐ by MYB
Data Analysis during the School Year by Grade Levels/Content Areas	☐ by EPM X by MYB
Utilization of Enhanced Data Views	☐ by EPM X by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay, Data Visualization	

Progress Targets

Early Progress Milestones

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*	**What we ended up seeing** *(complete six to ten weeks into the school year)*

Enhanced Cross-Curricular Instructional Practice	Qualitative Data: PD Sign-in Sheets, Lesson Plans	Common lesson planning/curricular mapping	**Enhanced Cross-Curricular Instructional Practices:** Use of the 10/23/24 PD for grade level teams to work together on Targeted Lab instruction in grades 5 and 6. At all grade levels, ELA Labs have been scheduled by ability, using NYS and STAR data. At grades 5 and 6, Core Social Studies teachers have been assigned to ELA Labs to enhance student learning and promote higher level reading instruction. At all grade levels, Core ELA and AIS Reading teachers have been given lower level groups to target gaps and provide targeted instruction at the students' current ability levels. We have also instituted a third hit of reading via a reading class for our SWD's at grades 7 and 8. This class provides explicit reading instruction using the UFLI curriculum and resources, focusing on Science of Reading practices. Regular ELA department meetings

			and common planning times at each grade level assists in ensuring curriculum work is aligned and achieved.
MTSS-I Framework	Qualitative Data: Team List, Calendar	Team Created	**MTSS-I Framework:** Creation of our IST Team and adjustment of our meeting process to meet the DBI meeting framework. Clear roles and responsibilities have been assigned. Students brought to IST have a documented list of interventions, including who is responsible for follow through. IST meetings have focused on current lab placements, outside family/home factors, attendance, and outside agencies to determine ways to best support the student academically, socially, and emotionally.

Data-Driven Practices	Qualitative Data: Training Sign-in Sheets, Data Protocol	Analysis of historical data to inform current school year practices and planning, data protocol	**Data Driven Practices:** Special Education Department meetings have focused on NYS and STAR data for ELA. Areas of weakness have been identified and the SC ELA curriculum adjusted accordingly at all grade levels to provide more reading and writing without the use of technology and chromebooks. ELA and AIS Reading teachers additionally target these areas of weakness in Lab classes. Special Education teachers have analyzed performance data from NYS ELA testing to identify students who did score a level 2 and those students who were a high level 1 to identify areas of need that will help those students become a level 2 on 2025 testing.

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	STAR Data	Trending towards proficiency	19 students with disabilities in grades 5 and 6 are trending towards proficiency on the state assessment based on their MYB data.
End-of-the Year Targets	SIRS 106	Greater proficiency on the NYS Assessment than 1 year ago	SWDs earned 57.14 points out of 250 in 24-25. Last year the same subgroup earned 48.31 points.

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	**2023-24 data if available** *(e.g., % agree or strongly agree)*	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	I feel successful in ELA Class		100%	79%
Staff Survey	Students are on grade level for ELA	15%	100%	25%
Family Survey	The school meets the ELA needs of the students	72%	100%	81%

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities.
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 a school building with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in mathematical computation and problem solving. A focus on mathematics is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to sit through math class. In analyzing SIRS data, SWDs in the MS had a core performance score for math of 13.91 in 22-23.

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Enhanced Cross-Curricular Instructional Practices	☐ NEW X EXPAND ☐ REFINE	Cross-curricular teaching, also known as interdisciplinary learning, is an instructional practice that integrates multiple subjects into a single lesson or course. It can involve teachers from different subjects collaborating around a common theme or project. While many teachers and content areas currently work in collaboration, we look to expand our enhanced cross-curricular instructional practices across the MS in 24-25.

		Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below: ● Student Interviews: One student shared "That in math I need a little help and with ELA, to check up on students once in a while and see how they are doing." ● Staff Survey: Academic support was a recurring theme in the responses, with many participants suggesting the need for more intensive instruction in reading and math, smaller class sizes, and more individualized attention for students who are struggling. There was also a call for more certified reading teachers, particularly for special education students. Some participants suggested that students need to understand why education is important and that there should be more accountability for academic failures.
MTSS-I Framework	☒ NEW ☐ EXPAND ☐ REFINE	NYSED's MTSS-I Framework has been designed to take a holistic approach to identifying and addressing students' unique needs, using a lens that is responsive to every student's social identity, culture, and language. Using a continuum of evidence-based and culturally responsive instruction, interventions, and assessment practices, all students receive the precise level of support they need. Other benefits related to MTSS-I include: ● Specific types of support provided for all individuals who interact with students in the form of PD, technical assistance, and instructional coaching ● Clearly defined roles and responsibilities for all individuals who interact with students ● a coherent system for continuous improvement ● a common understanding and language when discussing implementation and expected outcomes. Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:

		● Student Survey: A supportive environment, characterized by respect, kindness, and understanding, was another factor that made students feel welcomed. This included teachers' support, the availability of help when needed, and the overall positive attitude of the school community. Students appreciated when they were treated well and when their individual needs were acknowledged and addressed. ● Staff Survey: The school environment was another important theme, with participants suggesting that schools need to be more welcoming and supportive environments for students. There was a call for more consistent expectations and guidelines, as well as the need for more hands-on activities and fun in the school day. Some participants suggested that schools need to be a destination for teachers, not a stepping stone, and that the school environment should be conducive to learning. ● Family Survey: Many responses highlight the school's success in providing a strong academic environment. This includes offering advanced classes, honors programs, and a variety of clubs. The school is also praised for its efforts in identifying students who need help and providing them with the necessary support to succeed academically.
Data-Driven Practices	☐ NEW ☒ EXPAND ☐ REFINE	The current age of greater accountability in schools has challenged educators to seek effective ways to incorporate data into their decision making processes from the central office to the classroom. However, this is not just a matter of collecting more data. For data to inform decisions about policy, programs, practice, and student placement, three critical factors need to be taken into consideration: data quality, data capacity, and data culture. We look to expand on our current data utilization practices across the school building. Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below:

		• Staff Survey: Many responses suggest that academic support is crucial for student success. Suggestions include creating extra periods for English and Math, intensifying reading instruction, starting after-school clubs, and adjusting scheduling to better suit students' needs. Some respondents also suggest hiring more teachers and support staff, such as social workers and psychologists, to provide additional academic support. • Student Survey: Many students expressed their enjoyment of academic aspects of school, such as specific subjects like math, science, and gym. They also mentioned liking the learning process, the opportunity to learn new things, and the challenge of certain subjects. Some students also mentioned liking specific teachers and the way they teach.

Implementation

KEY STRATEGY 1	Enhanced Cross-Curricular Instructional Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Develop Curriculum/Vertical Alignment Work for Targeted Block Instruction	X by EPM ☐ by MYB
PD Related to Instructional Strategies and Interventions	☐ by EPM X by MYB
Implement Targeted Block Instruction	☐ by EPM ☐ by MYB
Progress Monitor Students in Pilot Group	☐ by EPM ☐ by MYB
Collect Feedback and Reflect on Success of the Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 2	MTSS-I Framework

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Form MTSS-I Committee	X by EPM ☐ by MYB
Create Meeting Calendar	X by EPM ☐ by MYB
Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)	☐ by EPM X by MYB
Continue Developing an MTSS-I Plan	☐ by EPM ☐ by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 3	Data-Driven Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Professional Development-Analysis of of Historical Data	X by EPM ☐ by MYB
Establish Jarvis Data Team Protocols	X by EPM ☐ by MYB
Data Analysis during the School Year by Grade Levels/Content Areas	☐ by EPM X by MYB
Utilization of Enhanced Data Views	☐ by EPM X by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay, Data Visualization	

Progress Targets

Early Progress Milestones

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*	**What we ended up seeing** *(complete six to ten weeks into the school year)*

Enhanced Cross-Curricular Instructional Practice	Qualitative Data: PD Sign-in Sheets, Lesson Plans	Common lesson planning/curricular mapping	**Enhanced Cross-Curricular Instructional Practices:** Use of the 10/23/24 PD for grade level teams to work together on Targeted Lab instruction in grades 5 and 6. At all grade levels, Math Labs have been scheduled by ability, using NYS and STAR data. At grades 5 and 6, Core Science teachers have been assigned to Math Labs to enhance student learning and promote higher level reading instruction. At all grade levels, Core Math and AIS Math teachers have been given lower level groups to target gaps and provide targeted instruction at the students' current ability levels. Math AIS at grades 7 and 8 has shifted focus to the reading of math word problems: students receive explicit instruction on how to annotate key words, select the correct strategy and determine the appropriate course of action using the calculator. Regular Math department meetings and

			common planning times at each grade level assists in ensuring curriculum work is aligned and achieved.
MTSS-I Framework	Qualitative Data: Team List, Calendar	Team Created	**MTSS-I Framework:** Creation of our IST Team and adjustment of our meeting process to meet the DBI meeting framework. Clear roles and responsibilities have been assigned. Students brought to IST have a documented list of interventions, including who is responsible for follow through. IST meetings have focused on current lab placements, outside family/home factors, attendance, and outside agencies to determine ways to best support the student academically, socially, and emotionally.

Data-Driven Practices	Qualitative Data: Training Sign-in Sheets, Data Protocol	Analysis of historical data to inform current school year practices and planning, data protocol	**Data Driven Practices:** Special Education Department meetings have focused on NYS and STAR data for Math. Areas of weakness have been identified and the SC math curriculum adjusted accordingly at all grade levels to provide more reading of word problems and solving problems without the use of technology and chromebooks. Math and AIS Math teachers additionally target these areas of weakness in Lab classes. Special Education teachers have analyzed performance data from NYS Math testing to identify students who did score a level 2 and those students who were a high level 1 to identify areas of need that will help those students become a level 2 on 2025 testing.

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	STAR Data	Trending towards proficiency	On the MYB 7 Grade 8 SWDs, 7 Grade 7 SWDs, 4 Grade 6 SWDs, and 6 Grade 5 SWDs are on the pathway to proficiency
End-of-the Year Targets	SIRS 106	Greater proficiency on the NYS Assessment than 1 year ago	In 23-24 SWDs earned 39.41 points out of 250. In 24-25 their combined score increased to 57.98.

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	I feel successful in Math Class		100%	79%
Staff Survey	Students are on grade level for Math	21%	100%	42%
Family Survey	The school meets the math needs of the students	72%	100%	85%

COMMITMENT 3

(*this section can be deleted if there is no third Commitment*)

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to student engagement through increased attendance and decreased behaviors.
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 a school where students feel welcome and safe. Moreover, we envision a school where students attend regularly and are engaged in learning and are not distracted by disruptions in the learning environment. This commitment is related to what we learned in the listening sessions with students. Students said that they feel welcomed at school because of their friends and the teachers. When reviewing the survey data, we learned the following related to this commitment: ● Staff Survey: The school environment was another important theme, with participants suggesting that schools need to be more welcoming and supportive environments for students. ● Student Survey: Several students cited school-related issues as barriers to attending school. These included early start times, the amount of homework, and negative experiences with teachers or other students. Some students also mentioned the stress and pressure associated with schoolwork and tests. ● Parent Survey: A significant number of respondents raised concerns about bullying in the school. They felt that the school was not doing enough to address this issue and that it was having a negative impact on their children's school experience. Some suggested that the school should take more serious action against bullying and provide more support for students who are being bullied.

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Restorative Justice (Evidence-based Intervention)	☒ NEW ☐ EXPAND ☐ REFINE	Restorative justice is defined as "a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible." Restorative justice in school settings is being used to replace traditional punishment practices with a community-oriented approach that involves all stakeholders finding a solution. Benefits of restorative justice include: • Reduces exclusionary discipline • Builds stronger interpersonal relationships • Improves respect amongst peers and teachers • Reduces overall stress in the school community • Allows teachers to focus more time on teaching • Narrows racial disparities in disciplinary action • Improves student academic performance • Encourages all parties to take responsibility Restorative justice as an evidence-based intervention aligns to what the team learned when exploring the envision/analyze/listen process. Some of the data obtained includes: • Parent Survey: Discipline was a key topic in the responses, with participants expressing a range of views. Some felt that there needed to be stricter consequences for negative behavior, while others called for fairer and more consistent enforcement of rules. There

		were also concerns about staff behavior towards students and a perceived lack of accountability for student actions. The overall perception was that improvements in discipline could enhance the learning environment and student behavior. ● Student Survey: Many respondents mentioned that their friends make them feel welcomed at school. They appreciate the support, companionship, and sense of belonging that their friends provide. This includes being able to talk to them about anything, seeing them every day, and having them around for years. ● Staff Survey: Emotional support was another common theme, with participants suggesting that students need more counseling and mental health resources. There was also a call for more patience and understanding from teachers, as well as the need for students to learn life skills such as grit and mental strength. Some participants suggested that students need more support in dealing with their feelings and that teachers should be there to support and care for them.
MTSS-I Framework	X NEW ☐ EXPAND ☐ REFINE	NYSED's MTSS-I Framework has been designed to take a holistic approach to identifying and addressing students' unique needs, using a lens that is responsive to every student's social identity, culture, and language. Using a continuum of evidence-based and culturally responsive instruction, interventions, and assessment practices, all students receive the precise level of support they need. Other benefits related to MTSS-I include: ● Specific types of support provided for all individuals who interact with students in the form of PD, technical assistance, and instructional coaching ● Clearly defined roles and responsibilities for all individuals who interact with students ● a coherent system for continuous improvement ● a common understanding and language when discussing implementation and expected outcomes.

		Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below: ● Student Survey: A supportive environment, characterized by respect, kindness, and understanding, was another factor that made students feel welcomed. This included teachers' support, the availability of help when needed, and the overall positive attitude of the school community. Students appreciated when they were treated well and when their individual needs were acknowledged and addressed. ● Staff Survey: The school environment was another important theme, with participants suggesting that schools need to be more welcoming and supportive environments for students. There was a call for more consistent expectations and guidelines, as well as the need for more hands-on activities and fun in the school day. Some participants suggested that schools need to be a destination for teachers, not a stepping stone, and that the school environment should be conducive to learning. ● Family Survey: Many responses highlight the school's success in providing a strong academic environment. This includes offering advanced classes, honors programs, and a variety of clubs. The school is also praised for its efforts in identifying students who need help and providing them with the necessary support to succeed academically.
Data-Driven Practices	☐ NEW ☒ EXPAND ☐ REFINE	The current age of greater accountability in schools has challenged educators to seek effective ways to incorporate data into their decision making processes from the central office to the classroom. However, this is not just a matter of collecting more data. For data to inform decisions about policy, programs, practice, and student placement, three critical factors need to be taken into consideration: data quality, data capacity, and data culture. We look to expand on our current data utilization practices across the school building.

		Data to support this key strategy was collected through listening activities such as surveys and interviews. Examples are provided below: ● Parent Survey: Despite their differing concerns, all respondents agreed that there is room for improvement in the school's current practices. They all expressed a desire for the school to take action to address the issues they raised, whether it be improving communication, addressing bullying, or making other changes to enhance the school experience for students. ● Student Interviews: Students shared not coming to school because they are sick or don't feel like coming.

Implementation

KEY STRATEGY 1	Restorative Justice

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Implementation of Restorative Justice Module in Schooltool	X by EPM ☐ by MYB
Participate in Learning Opportunities about Restorative Justice Best Practices (Leadership Team)	X by EPM ☐ by MYB
Build Awareness of Restorative Justice Best Practices for Staff (Faculty Meeting)	☐ by EPM X by MYB
Collect Feedback and Reflect on Success of the Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 2	MTSS-I Framework

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Form MTSS-I Committee	X by EPM ☐ by MYB
Create Meeting Calendar	X by EPM ☐ by MYB

Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)	☐ by EPM X by MYB
Continue Developing an MTSS-I Plan	☐ by EPM ☐ by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay	

KEY STRATEGY 3	Data-Driven Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Professional Development-Analysis of of Historical Data	X by EPM ☐ by MYB
Establish Jarvis Data Team Protocols	X by EPM ☐ by MYB
Data Analysis during the School Year by Grade Levels/Content Areas	☐ by EPM X by MYB
Utilization of Enhanced Data Views	☐ by EPM X by MYB
Collect Feedback and Reflect on Success of Key Strategy	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, PD, Data Support, Stipends, Sub Pay, Data Visualization	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	**What Early Progress Milestone data will we be reviewing?**	**What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)**	**What we ended up seeing** *(complete six to ten weeks into the school year)*

Restorative Justice	Qualitative Data: Meeting Agenda/Minutes, Training Sign-in Sheets	Trained Leaders, Updated SMS	**Restorative Justice:** Mr. Sreca, Mrs. Leone and Mrs. Bowman attended Restorative Circle Training in August. Our training on Restorative Justice during September and October was canceled and will be rescheduled. Restorative Justice is a topic on every faculty meeting agenda. We have covered topics on social and emotional competencies, sharing a checklist to help teachers self-assess their support of students' social and emotional learning. We have also shared a packet with teachers titled, "Working with Students Exposed to Trauma - Summing It Up". This packet provides teachers with a "what you might see" and a "what you might try" for four different versions of trauma-based responses by students.

MTSS-I Framework	Qualitative Data: Team List, Calendar	Team Created	**MTSS-I Framework:** Creation of our IST Team and adjustment of our meeting process to meet the DBI meeting framework. Clear roles and responsibilities have been assigned. Students brought to IST have a documented list of interventions, including who is responsible for follow through. IST meetings have focused on current lab placements, outside family/home factors, attendance, and outside agencies to determine ways to best support the student academically, socially, and emotionally. In addition to IST meetings, a LINK meeting is held once a month with the Jarvis CCS Director to identify students and families that would benefit from community supports. Mr. Sreca and Mrs. Leone have started an attendance incentive program, rewarding students who have perfect attendance every five weeks (1st 5 weeks was ice cream!).

			Additionally, Mr. Sreca and Mrs. Leone have identified chronic absentee students, creating documentation of interventions that have been implemented and next steps, including letters, PINS, DSS, CPS.

Data-Driven Practices	Qualitative Data: Training Sign-in Sheets, Data Protocol	Analysis of historical data to inform current school year practices and planning, data protocol	**Data Driven Practices:** NYS and STAR Testing data has been on all Faculty Meeting, Grade Chair, and Department Meeting agendas each month. ELA and Math Departments have been tasked with identifying the standards and skills at each grade level our students are struggling with, how teachers are supplementing these standards and skills in their curriculum, and how these identified standards and skills are being assessed. Spreadsheets identifying percentages of students at Beginning, Developing, and Mastery levels for each standard and skill in Math and ELA have been shared out to Departments. By analyzing NYS and STAR data, Math and ELA scores will improve and higher numbers of students will achieve proficiency. Spreadsheets identifying performance levels of SWD students have

			also been disseminated to 15:1 teachers to determine which students are close to possibly achieving a level 2. By working closely with those students already at and those close to level 2, SWD performance will increase on both ELA and Math NYS 2025 testing.

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	SIRS 107/SIRS 110/SIRS 111	Decreased Chronic Absenteeism and Decreased Suspension Rates Compared to Last Year	The MYB rate for Chronic Absenteeism (SIRS 107) for SWD is 48.2%. This is currently higher than the EOY CA rates for SWDs (39.9%). Last year the EOY ISS rate for SWDs was 12.6% and the EOY OSS rate for SWDs was 9.6%. At the MYB the rates for 24-25 are 6% and 6.7% respectively.

End-of-the Year Targets	SIRS 107/SIRS 110/SIRS 111	Decreased Chronic Absenteeism and Decreased Suspension Rates Compared to Last Year	SIRS 107: 24-25 rate for SWDs is 45.3%. Last year the rate was 39.9%. CA rates increased slightly. SIRS 110/111: 24-25 rate for SWDs was 11.2% for ISS and 8.2% for OSS. Last year the rates were 12.6% and 9.6% respectively. Suspension rates decreased in 24-25.

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	**2023-24 data if available** *(e.g., % agree or strongly agree)*	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	I like coming to school		100%	45%
Staff Survey	There is a clear process of support for students who need social emotional support	42%	100%	71%
Family Survey	The students show respect for other students	40%	100%	50%

Name	Role	**Orientation to School Teams** (required for new TSI)	**Envision:** Exploring the Vision, Values and Aspirations	**Analyze:** Internal and External Data	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect, Synthesize and Plan	**Plan Writing and Revision**
Jessica Bowman	Principal	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Luke Manolescu	Principal	5/13/24,	5/13/24	5/13/24,	5/13/24	5/13/24	6/25/24	6/25/24
Genevieve Wares	Asst. Principal	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24
Maryjo Pedersen	Teacher	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Lynsie Wiegand	Teacher	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Aimee Cotto	Teacher	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Rachel Ebling	Teacher	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Elena Dibble	Parent	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Megan Ladd	Parent	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24
Alaine Canestrari	Asst. Superintendent	3/5/24, 3/19/24, 5/13/24, 6/12/24	3/5/24, 3/19/24, 5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24
Amy Konz	Regional Data Leader (MORIC)	3/5/24, 3/19/24, 5/13/24, 6/12/24	3/5/24, 3/19/24, 5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	5/13/24, 6/12/24	6/12/24, 6/25/24	6/12/24, 6/25/24

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 in creating this plan. Students spoke to some of their favorite things about school being their friends and specific teachers they had developed a positive relationship with and look forward to seeing each day. Students also addressed what hinders their attendance at school, primarily responding about illness and health-related appointments. Students also talked about what they find boring about school which included classwork or a lack of engaging classwork. Finally students shared what would make school better for them and by in large students would like more time with their peers. Information from the student interviews was pivotal in the selection of an evidence-based intervention and commitments that could align to the insights students provided to the committee about their likes and challenges.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

While SWDs in the MS is a small percentage of the overall population, it was important to the committee to develop a plan with commitments and an evidence-based intervention that would support students with disabilities, but also all students in the middle school as well. Educators participating in key strategies identified in this plan will obtain skills and strategies targeted at SWD learners, but these acquired skills can transition to the general education population too.