



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Kenmore-Town of Tonawanda Union Free School District	Hoover Middle School	5-7

Collaboratively Developed By:

The Hoover Middle School SCEP Development Team
 Penny DePasquale, RtI Reading Interventionist
 Jeffery Kleismit, 7th Grade Teacher, ELA
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 Sandra Krasinski, 5th Grade Teacher, Math, Science
 Alex Marcinelli, 5th Grade Teacher, Math, Science
 Joanne Rice, Special Education Teacher, Grade 6, ELA, Math, Science, Social Studies
 Amy Gallaway, Teacher Aide and parent of current 5th-grade student
 Kolleen Fischer, Lead Secretary
 Mary Beth Carter, PTA officer and parent of 4th-grade students from Hoover Middle feeder school
 Kristen Konkell Lenz, PTA president and parent of 7th grader and 4th grade student from HMS feeder school
 Michelle Jaros, Assistant Principal
 Christina Zona, Assistant Principal
 Elaine Thomas, Principal

And in partnership with the staff, students, and families of HOOVER MIDDLE SCHOOL.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1, 2 and 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>Our Envision/Analyze/Listen process revealed:</p> <ul style="list-style-type: none"> ● inequitable expectations for students at all performance levels to focus on strengthening ELA and Math skills using a variety of tools, such as iReady, Accelerated Reader, Lexia and other tools, particularly during the daily Academic Support period ● underutilization of universal data protocols and school-wide expectations for analyzing data ● lack of consistent academic and behavioral expectations across teams and grade levels ● a need for improved communication among school staff and families <p>PLCs will be structured in a variety of formats. Learning teams will be organized by subject, grade level, and/or special interest.</p> <p>PLC's will meet bi-weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning and behavior ● Collect and analyze data ● Evaluate, and amend or augment, where needed instructional solutions/practices ● Assess the impact of these solutions/practices

COMMITMENT 1

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>This school is committed to increasing levels of engagement/connection for students, families and staff by strengthening home-school relationships to fully support all HMS students.</p>
<p>Why are we making this Commitment?</p> <p><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 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> 	<p>What do we envision?</p> <p>We envision a school where students are actively engaged in class activities/learning and feel a positive connection to school, and families are engaged in frequent review of their children's progress through the family portal in Infinite Campus.</p> <p>We also envision equitable access to the instructional program through adequate transportation procedures to ensure all students are brought to school in time for breakfast and punctual arrival to their first period class.</p> <p>How will this relate?</p> <p>Student interviews revealed consistent appreciation by students of classes in which they feel valued, have opportunities for active involvement, movement, and peer talk.</p> <p>On the School Environment and Learning Experiences survey, to the question "How connected do you feel to the adults at your school?" 12% of students responded "not at all connected", 41% responded "slightly connected", 38% responded "quite connected" and 10% responded "extremely connected".</p> <p>We have collected data re: bus arrival times during the 2023-24 school year which shows a pattern of late arrival for many students, causing inequity in access to the instructional program.</p> <p>How does the data connect?</p> <p>Our School Environment and Learning Experiences family survey (275 responses) showed that when asked, "How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to</p>

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	<p>communicate with the school?” 89% of families responded favorably - 65% said “not a problem” and 24% said “small problem”. Our goal is to increase the percentage of families responding “not a problem” to 75% and decrease the percentage of families responding “small problem” to 15%.</p> <p>Parent members of our TSI Team noted that although they are active PTA leaders, they feel disconnected from school information.</p>
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Key Strategies

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>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</i>
Student Engagement: Further implement the District Engagement Playbook initiative.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>School Environment and Learning Experiences student survey responses to the question “Overall, how interested are you in your classes?” were 10% “not at all interested”, 35% “slightly interested”, 42% “quite interested” and 13% “extremely interested”. Our goal is to increase “quite interested” to 60% and increase “extremely interested” to 20%.</p> <p>Students interviewed shared appreciation of classes in which they feel valued, have opportunities for active involvement, movement, and peer talk.</p> <p>HMS will expand the use of engagement strategies in classes to ensure that teachers increase “every student responds” structures.</p>
Student Engagement: Ensure buses arrive on time daily	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>We will collaborate with the transportation department and district officials to develop a plan for buses to arrive on time daily.</p>
Family Engagement: Vary means of communication to reach and engage more families, and strengthen the school-to-home partnership for learning.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>275 of a total of 767 (35%) HMS families responded to the Panorama survey representing the following self-reported race/ethnicity subgroups:</p> <p>4 (1%) Subgroup with no data</p> <p>12 (4%) Hispanic or Latino</p>

Commitment 1

		<p>230 (84%) White 8 (3%) Two or More Races/Ethnicities 11 (4%) Other 10 (4%) Confidentiality protected: Black or African American, Asian, and American Indian or Alaska Native</p> <p>We will engage in outreach efforts to families with a goal of increasing the total numbers of families responding to at least 50%, with the percentage of families responding from each of the following subgroups increasing as listed: Hispanic or Latino - increase to 40% Two or More Races/Ethnicities - increase to 30% Confidentiality protected: Black or African American, Asian, and American Indian or Alaska Native - increase to 40%</p> <p>We will be more intentional in our efforts to communicate with families through multiple venues, including social media, website and quarterly newsletters.</p> <p>Baseline data: Beginning of the year- Sept- Nov 2023, 41% of families log in to the parent portal. End of the year Apr, May, June, 2024 41% of the families log into the parent portal.</p>
Staff Engagement: Find more efficient and effective methods to communicate with staff.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND X REFINE	<p>Staff survey results show staff found it difficult to find information efficiently. To the School Environment and Learning Experiences Survey question “How effectively do school leaders communicate important information to staff?” 14% said “not at all effectively”, 42% said “slightly effectively”, 37% said “quite effectively” and 7% said “extremely effectively”.</p> <p>We will be more intentional in publishing weekly communications with logistics, important dates and reminders to staff. Our goal is to increase the number of staff who respond “quite effectively” to 50% and increase the number of staff responding “extremely effectively” to 10%.</p>

Implementation

KEY STRATEGY 1

Student Engagement: Further implement the District “Engagement Playbook” initiative.

IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
As an enhancement to the current Engagement Playbook initiative, Instructional Support Specialists and members of our HMS Engagement Team will provide additional Professional Development and demo lessons within classrooms.	<input type="checkbox"/> by EPM X by MYB
Create a PD calendar of engagement strategies aligned with the Engagement Playbook.	X by EPM <input type="checkbox"/> by MYB
Teachers will utilize the Engagement Playbook to name strategies within lesson plans and utilize an engagement strategy at least once per week.	<input type="checkbox"/> by EPM X by MYB
Students will be given a survey to gauge how interested they are in their classes, and survey data will be analyzed by PLCs by grade level.	X by EPM <input type="checkbox"/> by MYB
PLC’s/grade-level teams will discuss Engagement Playbook implementation and review student performance data at bi-weekly meetings	by EPM X by MYB
Monthly monitoring of implementation efforts by administrators	X by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Engagement Playbook, Instructional Support Specialists, Time, HMS Engagement Team, www.edutopia.org , monthly consultation with Executive Director of Secondary Education	

KEY STRATEGY 2

Family Engagement: Increase efficiency of communication to families regarding academic progress and school culture/events for all families with a particular focus on our underperforming subgroup.

IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Create user education videos for families about the Student Information Systems (SIS), such as Infinite Campus and Canvas used by the school.	X by EPM <input type="checkbox"/> by MYB

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Create a staff directory with email addresses on our web page.	X by EPM <input type="checkbox"/> by MYB
Use multiple forms of communication to share information with families. Establish a single place/format to list events for staff and families.	X by EPM <input type="checkbox"/> by MYB
The social media liaison will use multiple social media platforms.	X by EPM <input type="checkbox"/> by MYB
Continue to send supportive and positive letters home, ensuring members of our underperforming subgroup (Black/African American students) are represented.	<input type="checkbox"/> by EPM X by MYB
Infinite Campus/Canvas QR code will be added to multiple locations families can access including stationary, social media, announcements, web site, and shoutpoints.	<input type="checkbox"/> by EPM X by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
IC Team to develop communication videos, forms and surveys, money to purchase Infinite Campus/Canvas QR code magnets, webmaster and social media liaison time	

KEY STRATEGY 3

Staff Engagement: Increase efficiency of communication to staff regarding school culture/events and logistics of the building.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Implement a single method to communicate events & reminders weekly to staff.	X by EPM <input type="checkbox"/> by MYB	
Implement a new leadership structure including grade-level chairs and bi-weekly meetings.	X by EPM <input type="checkbox"/> by MYB	
Implement a new leadership structure - monthly meetings with administrators and union reps.	X by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Stipends for grade level chairs, time allocation, meeting agenda housed in Google folder		
Clerical assignment to duty of weekly communication calendar		
Consultation with Instructional Support Specialists		

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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Engagement: Further implement the District Engagement Playbook initiative.	Informal administrator walk-through data as collected during classroom visits Student survey responses to the question "Overall, how interested are you in your classes?"	We hope to see more student talk and less teacher talk in the classroom. More "every student responds" rather than single responses (calling on one student). We will publish a student survey via Google Forms within the first 6-10 weeks. We hope to see increased percentages in the responses "quite interested" and "extremely interested"	
Family Engagement: Vary means of communication to reach more families.	Family survey Infinite Campus (IC) data Google Form Survey- quarterly (to include directions for accessing IC portal)	We hope to see an increase in families logging into IC parent portal on a monthly basis, through the portal usage report. An increase in family members on school social media accounts. We hope to see an increase in families responding affirmative that they have reviewed grade reports with their children, and an increase in the numbers of families from our underperforming subgroup as well as ALL families responding to surveys.	

Commitment 1

Staff Engagement: Find efficient and effective means to communicate to staff	Staff survey	Implement a single method to communicate events & reminders weekly to staff. We hope to see staff following protocols and knowing vital building information and an increase in the percentage of staff responding either quite effectively or extremely effectively to the question, "How effectively do school leaders communicate important information to staff?"	
	Grade level chair and meetings	We hope to see more robust identities for roles and contributions through distributive leadership, which will encourage continuous collaboration and sharing of ideas, knowledge, and experiences among staff.	
	Union/Admin Meeting Minutes	We hope to see an increase in staff optimism in regards to the capacity for our school to improve. Baseline was 36%.	

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 (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> Stakeholder surveys Informal admin walkthrough data IC parent portal usage report/Quarterly surveys 	<p>More favorable survey responses about classroom engagement</p> <p>A 5% increase in family use of IC parent portal</p> <p>More favorable staff survey - will send a google form at faculty meetings with a goal of 60% of staff indicating a belief in the capacity for our school to improve</p>	

Commitment 1

End-of-the Year Targets	<ul style="list-style-type: none"> Stakeholder surveys Informal admin walkthrough data IC parent portal usage report/quarterly surveys 	<p>More favorable survey responses about classroom engagement</p> <p>An increase of 10% in the number of families logging into the family portal</p> <p>More favorable staff survey with a goal of 75% of staff indicating a belief in the capacity for our school to improve</p>	
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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 <i>(e.g., % agree or strongly agree)</i>	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	Overall, how interested are you in your classes?	42% “quite interested” and 13% “extremely interested”	Increase of 10% in favorable responses	
Staff Survey	How effectively do school leaders communicate important information to staff?	60% responded favorably	Increase of 20% in favorable responses	
Family Survey	Baseline Panorama survey data from Spring 2024: 275 of a total of 767 (35%) HMS families responded to the Panorama survey representing the following self-reported race/ethnicity subgroups: 4 (1%) Subgroup with no data 12 (4%) Hispanic or Latino 230 (84%) White 8 (3%) Two or More Races/Ethnicities	We will engage in outreach efforts to families with a goal of increasing the total numbers of families responding to at least 50%, with the percentage of families responding from each of the	Increase in number of families that respond affirmatively to surveys indicating they have logged into Infinite Campus to review grades with their children	

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	<p>11 (4%) Other</p> <p>10 (4%) Confidentiality protected: Black or African American, Asian, and American Indian or Alaska Native</p>	<p>following subgroups increasing as listed:</p> <p>Hispanic or Latino - increase to 40%</p> <p>Two or More Races/Ethnicities - increase to 30%</p> <p>Confidentiality protected: Black or African American, Asian, and American Indian or Alaska Native - increase to 40%</p>		
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>This school is committed to ensuring high expectations for teaching and learning in literacy and math, in order to promote higher levels of academic achievement of all HMS students</p>
<p>Why are we making this Commitment?</p> <p><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 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> 	<p>What do we envision?</p> <p>We envision all teachers and staff believing in and communicating high expectations for all students; continued higher participation and performance levels on the NYS Assessments; and all students building their individual capacity for growth in literacy and numeracy.</p> <p>How will this relate?</p> <p>According to the School Environment and Learning Experiences student survey, when asked how often students talk about ideas from their classes, 29% responded favorably. When asked “Overall, how interested are you in your classes?” 55% of students responded favorably.</p> <p>According to the School Environment and Learning Experiences staff survey, when asked “On most days, how enthusiastic are most kids about being at school”, 34% responded favorably. To the question, “How optimistic are you that your school will improve in the future?” 36% of staff responded favorably.</p> <p>According to the School Environment and Learning Experiences family survey, when asked “How comfortable is your child asking for help from school adults?” 47% responded favorably.</p> <p>Our analysis of school structures revealed inequitable effort and expectations for students to improve their individual skills in reading and math during their academic support period. Some students attended enrichment with detailed classwork , some students received RTI services, while others went to either their IEP manager or their general education teacher for homework help and free time reading. Our goal is for all students to get targeted skill building for ELA and math.</p>

Commitment 2

We are making this commitment because we are cited for underperformance of the subgroup Black/African American students. We are focused on improving performance for all students.

How does the data connect?

Performance on New York State Assessments indicates that a majority of grade 5, 6 and 7 students are not meeting grade level proficiency expectations. Grade 5 students achieved 35% proficiency in mathematics, Grade 6 students achieved 37% proficiency in mathematics, and Grade 7 students achieved 60% proficiency in mathematics.

Acknowledging low participation rates on NYS Assessments as a challenge, we made a concerted effort to better educate our school community about the importance of the testing process and the performance data it yields. We publicized past participation rates and challenged our school to improve, with the following year-over-year results:

<u>NYS ELA</u>	Grade	% participation based on refusals only	% increase in participation rate, Year over Year
2023	5	78%	
2024	5	93%	15%
2023	6	70%	
2024	6	85%	15%
2023	7	60%	
2024	7	93%	33%
<u>NYS Math</u>			
2023	5	78%	
2024	5	91%	13%
2023	6	70%	
2024	6	84%	14%
2023	7	60%	

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2024	7	92%	32%
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In Grade 5, students demonstrated large gaps in the domains of Measurement and Data and Numbers and Operations - Fractions.

NY-5.MD.1 - Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real-world problems.

NY-5.MD.2 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

NY-5.NBT.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

NY-5.NF.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

NY-5.NF.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

NY-5.NF.7c - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., using visual fraction models and equations to represent the problem.

In Grade 6, students demonstrated large gaps in the domain of Expressions, Equations, and Inequalities.

NY-6.EE.1 - Write and evaluate numerical expressions involving

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whole-number exponents.

NY-6.EE.2a -Write expressions that record operations with numbers and with letters standing for numbers.

NY-6.EE.2b - Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.

NY-6.EE.2c -Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

NY-6.EE.3 -Apply the properties of operations to generate equivalent expressions.

In Grade 7 students demonstrated large gaps in Statistics and Probability.

NY-7.SP.8a -Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

NY-7.SP.8b -Represent sample spaces for compound events using methods such as organized lists, sample space tables, and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space that compose the event. e.g., “rolling double sixes”

NYS ELA:

[HMS ELA 2022-2023 Data Rollout Takeaways](#)

Most heavily tested standards:

5.RL.3: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

5.RI.3: In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

5.RI.4: Determine the meaning of words, phrases, figurative

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language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.

6th Grade:

For 6th grade, it's tied for RL.2, RL.4, and RL.6 for frequency (in literary text):

RL.2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.

RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.

RL.6: In literary texts, identify the point of view and explain how it is developed and conveys meaning.

RI.3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.

RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.

7th Grade:

RL.3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.

RI.3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>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.</i></p>
Develop and implement consistent routines across teams and grade levels	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Based on staff and student surveys, students on different teams experience different expectations and routines. Teachers working with students from multiple teams have noticed varying degrees of academic readiness, due to inconsistent expectations and routines across teams at each grade level.</p> <p>HMS will expand consistent routines across teams and grade levels through bi-weekly meetings and consensus.</p>
Enhance tier 1 interventions	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The rationale for this commitment stems from identified subgroup data which reveals that these students are underperforming in reading and math. The intention is to enhance student performance at all grade levels for all students. Structural data regarding our Academic Support period demonstrates a need for students who do not attend RTI or enrichment to be focused on skill building.</p> <p>HMS will expand tier 1 interventions through use of the Engagement Playbook and iReady data review.</p>
Enhance communication/transparency	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>We commit to continuing to form and strengthen connections among students, staff and families. When asked “How involved have you been with a parent group at your child’s school”, and “In the past year, how often have you helped out at your child’s school?” 7% of families responded favorably to each question.</p> <p>HMS will expand communication through quarterly newsletters for families and weekly newsletters for staff.</p>

Implementation

KEY STRATEGY 1

Develop and implement consistent routines across teams and grade levels

IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Establish grade-level chairs/leaders	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Calendared team- and grade-level meetings	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Communicate grade-level expectations with all stakeholders	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Data Protocols: HMS will utilize universal data analysis protocols and will establish school-wide expectations for analyzing data <ul style="list-style-type: none"> communicate protocols and expectations for use during common planning times, lesson planning and instructional delivery and review of student progress data (common assessments, diagnostics, state assessments, etc.). monitor meetings, both by admin being present and minutes of meetings provide professional development where necessary 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Stipends for fifth, sixth, and seventh grade-level chairs/leaders	
Time for planning, meeting, and communicating	
District level support for protocol development	
Director of Data and Accountability	

Commitment 2

KEY STRATEGY 2

Enhance tier 1 interventions

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Purposeful grouping for core classes		X by EPM <input type="checkbox"/> by MYB
Personalized growth plan for all students through the use of research-based interventions (iReady, Accelerated Reader, Lexia, etc.) during Academic Support period		X by EPM <input type="checkbox"/> by MYB
Develop a goal-setting form and a tracking sheet for students to use		X by EPM <input type="checkbox"/> by MYB
Professional development for staff on instructional strategies to close academic gaps		<input type="checkbox"/> by EPM X by MYB
Calendar and implement Student Engagement Playbook		X by EPM <input type="checkbox"/> by MYB
Supporting the ability for students to arrive to school on time and ready for class		X by EPM <input type="checkbox"/> by MYB
Embedding NYS Released Questions into Math Weekly Reviews to reinforce power standards		X by EPM X by MYB
Instructional Support Specialist for Math meets with 6th grade students to present information/motivation about Accelerated Math 7 criteria		X by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
iReady licenses for all students		
Continued consultant support/PD from iReady staff		
Instructional Support Specialists		
Transportation re-routing to ensure students are brought to school early or on time for breakfast and period 1 class.		
Transportation re-routing to ensure students are picked up on time at dismissal time.		
Transportation for after-school activities, including extended school-day for academics		
Stipends for after-school homework club supervisors		

Commitment 2

KEY STRATEGY 3

Enhance communication/transparency

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Share iReady results with students/families using “For Families” reports		<input type="checkbox"/> by EPM X by MYB
Share state assessment results with students		<input type="checkbox"/> by EPM X by MYB
Celebrate student growth on iReady Diagnostics with incentives/rewards		<input type="checkbox"/> by EPM X by MYB
Training on Canvas program/notifications for parents, students, families		X by EPM <input type="checkbox"/> by MYB
Teachers will document parent communications in the Infinite Campus Contact Log		<input type="checkbox"/> by EPM X by MYB
Establish protocols for keeping parents informed regarding grades and student performance.		<input type="checkbox"/> by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Budget money to mail home report cards for the first quarter only. Include a letter with directions on how to find updated grades on IC or Canvas.		
PTA collaboration for family training		

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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Develop and implement consistent routines across teams and grade levels	Review published team and grade level expectations and protocols.	Consistent implementation of expectations and routines across teams at each grade level, with a particular focus on Academic Support period and individual student growth plans.	
Enhance tier 1 interventions	Review state assessment data, iReady scores and grades Review personal growth plans	Growth in reading and math scores in iReady data. Every student in the school has a personal growth plan that is being monitored and improved upon.	
Enhance communication/transparency	Family survey data	An increase from 7% of families that said when asked “how involved have you been with a parent group at your child’s school?” and “in the past year, how often have you helped out at your child’s school?” We hope to see an increase to at least 60% of families responding favorably to the survey question, “How comfortable is your child asking for help from school adults?”	

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)	<ul style="list-style-type: none"> Student Performance data- iReady scores Family survey Student growth plans 	<p>We hope to see an increase in student growth with students moving from red to yellow, yellow to green and an increase in scores in the green on mid-year (January 2025) iReady benchmark assessments.</p> <p>We hope to see an increase from 7% of families that said when asked “how involved have you been with a parent group at your child’s school?” and “in the past year, how often have you helped out at your child’s school?”</p> <p>We hope to see students’ growth in their individualized growth plans.</p> <p>We hope to see an increase to at least 60% of families responding favorably to the survey question, “How comfortable is your child asking for help from school adults?”</p> <p>We hope to see an increase of staff responding favorably to the survey question, “On most days, how enthusiastic are most kids about being at school” to 50%.</p>	

Commitment 2

<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> State Assessment Data iReady scores Student and staff surveys 	<p>We hope to see movement towards mastery (85%) for all students on NYS Assessments.</p> <p>Movement on the iReady triangle from red to yellow to green.</p> <p>Math:</p>  <p>ELA:</p> 	
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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	All students should have individual growth plans written for reading and math.	N/A	Our goal is that at least 85% of our students respond favorably when asked if they have a plan for improving their reading and/or math skills.	
Staff Survey	<p>“How relevant have your professional development opportunities been to your work?”</p> <p>“On most days, how enthusiastic are most kids about being at school?”</p>	<p>50% of staff responded “quite relevant” and 12% responded “extremely relevant”</p> <p>34% of staff responded favorably</p>	<p>Our goal is that at least 60% of staff respond “quite relevant” and 18% responded “extremely relevant”</p> <p>Our goal is that at least 50% of staff respond favorably</p>	
Family Survey	“How involved have you been with a parent group at your child’s school? and “in the past year, how often have you helped out at your child’s school?”	7% of families responded favorably	Our goal is that 25% of families respond favorably	

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to enriching our school climate as we strive to create a more respectful and caring environment for both students and staff.</p>
<p>Why are we making this Commitment?</p> <p><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 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> 	<p>What do we envision?</p> <p>We envision that this commitment will allow for a more respectful, safe and welcoming learning environment for all students, staff and families.</p> <p>How will this relate?</p> <p>This commitment relates to what we learned in student interviews as well as staff and student surveys. A common theme that emerged was a need for a more respectful and caring environment. Specifically, students and staff noted disrespect from student:student and students:staff as issues. Feedback during Faculty Meetings shows that we need to strengthen positive adult relationships and continue to build community among the staff.</p> <p>How does the data connect?</p> <p>Infinite Campus behavior data revealed high numbers of incidents of insubordination and disorderly conduct during the 2023-24 school year. 245 incidents of inappropriate language (239 students out of 772 students). 266 incidents of insubordination (132 of 772).</p> <p>In response to the School Environment and Learning Experiences survey question “Overall, how positive is the working environment at your school?” 3% of staff said “extremely positive” and 40% said “quite positive”.</p> <p>In response to the School Environment and Learning Experiences survey question “Overall, how much respect do you think the children at your child’s school have for the staff?” 56% of families responded favorably.</p> <p>In response to the School Environment and Learning Experiences survey question “How often are people disrespectful to others?” 40% of students responded “frequently” and 21% responded “almost always”.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

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? <i>Consider both data trends observed and student interview responses.</i> <i>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.</i>
Establish strong school-wide expectations	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>Based on student behavior data for insubordination, student and staff survey data, and student interview data, HMS has a high number of incidents of insubordination and disrespect.</p> <p>Existing efforts will be refined through additional training for staff and students. HMS will partner with Safe and Civil Schools/Foundations trainers to analyze behavior data to inform training for staff and behavior instruction for students.</p>
Communicate regularly with all students, staff and families	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Envisioning activities with our TSI Team, and School Environment and Learning Experiences student, staff and family survey results revealed a need for more regular communication. To the question, "How effectively do school leaders communicate important information to staff? 44% of staff members responded favorably.</p> <p>HMS will expand our communication with stakeholders throughout the year using various means of social media and a quarterly newsletter for families and a weekly newsletter for staff.</p>

Implementation

KEY STRATEGY 1

Establish strong school-wide expectations through Safe and Civil Schools: Foundations to support students and teachers.

IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Establish a Safe and Civil Schools consultant to assess HMS needs	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Set up Goals for Training for HMS Teachers using Foundations Assessment Tools	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Communicate clear monthly student expectations/calendar expectations on a cycle	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implement and assess targeted ROARS behavior through use of universal data analysis protocols and regular data review by PLCs	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Establish a system for analyzing data to guide and design needed behavior supports	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Expand Tier 2 and 3 Restorative Practices Training to Teachers	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Funding for Safe and Civil Schools consultant	
Training for Safe and Civil Schools Foundations - structure and processes	
Tier 2 and 3 Restorative Training	
Infinite Campus behavior reports	
Establish Behavior Consultant partnership and protocol to implement on a scheduled basis	
Director of School Culture	
Director of Accountability	

Commitment 2

KEY STRATEGY 2

Communicate regularly with all students, staff and families about behavior data and school events.

IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Building a one-stop shop for school staff- Canvas Site and weekly newsletter	X by EPM <input type="checkbox"/> by MYB
Calendar data roll out for student/teacher goal sharing and progress monitoring	X by EPM <input type="checkbox"/> by MYB
Implement and assess data roll out for students/teachers	<input type="checkbox"/> by EPM X by MYB
Shoutpoint QR code shared at all marquis events for how to sign up	<input type="checkbox"/> by EPM X by MYB
Quarterly newsletter to all families that will be shoutpointed (PTA corner, grade level, update & calendar events)	<input type="checkbox"/> by EPM X by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Clerical staff training on Canvas and Canva	
Teacher involvement in newsletter implementation	
IC reports on family use of the portal	
Funding for outside presenters	
Director of Accountability	
Director of K- 12 Instruction	
Instructional Support Specialist	

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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
<p>Establish strong school-wide expectations through Safe and Civil Schools: Foundations to support students and teachers.</p> <p>Communicate regularly with all students, staff and families about behavior data and school events.</p>	<ul style="list-style-type: none"> IC Behavior Data Student Survey Parent Survey PBIS calendar review Staff Survey 	<ul style="list-style-type: none"> 10% decrease in the amount of inappropriate language and insubordination referrals. 20% decrease in the amount of students who responded: "How often are people disrespectful to others?" 61% responded frequently or almost always. In response to the survey question "Overall, how much respect do you think the children at your child's school have for the staff?" fewer than 56% of families responded favorably. Our goal is a 10% increase in favorable responses. In response to the survey question "How effectively do school leaders communicate important information to staff? 44% of staff members responded favorably. Our goal is 5% increase in favorable responses. 	

Commitment 2

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	IC Behavior data Survey Results	<ul style="list-style-type: none"> • 10% decrease in the number of inappropriate language and insubordination referrals. • 10% increase in the number of favorable responses to the survey question “How effectively do school leaders communicate important information to staff?” 	
End-of-the Year Targets	IC Behavior data Survey Results	<ul style="list-style-type: none"> • 20% decrease in the number of inappropriate language and insubordination referrals. • 15% increase in the number of favorable responses to the survey question “How effectively do school leaders communicate important information to staff?” 	

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	"How often are people disrespectful to others?"	61% responded frequently or almost always.	20% decrease in the amount of students who responded frequently or almost always.	
Staff Survey	"Overall, how positive is the working environment at your school?"	3% said "extremely positive" and 40% said "quite positive".	Our goal is a 20% increase in favorable responses	
Family Survey	"Overall, how much respect do you think the children at your child's school have for the staff?"	Fewer than 56% of families responded favorably.	Our goal is a 10% increase in favorable responses.	

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation	Envision:	Analyze:	Analyze:	Listen:	Envision:	Plan Writing
Elaine Thomas	Principal	X	X	X	X	X	X	X
Michelle Jaros	Assistant Principal	X	X	X	X	X	X	X
Christina Zona	Assistant Principal	X	X	X	X	X	X	X
Jeff Keismit	ELA Teacher	X	X	X	X	X	X	X
Penny DePasquale	RTI Reading Interventionist	X	X	X	X	X	X	X
Michelle Yemma	Math Teacher	X	X	X	X	X	X	X
Sandra Krasinski	Elementary Teacher	X	X	X	X	X	X	X
Alex Marcinelli	Elementary Teacher	X	X	X	X	X	X	X
Joanne Rice	Special Education Teacher	X	X	X	X	X	X	X
Amy Galloway	Teacher Aide/Parent	X	X	X	X	X	X	X
Kolleen Fischer	Lead Secretary	X	X	X	X	X	X	X
MaryBeth Carter	Parent	X	X	X	X	X	X	X
Kristen Konkell Lenz	Parent	X	X	X	X	X	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

Our team examined our Panorama School Environment and Learning Experiences Survey Results, and wrote Student Interview questions based upon lower performing areas. We randomly selected interviewees from each grade level to include at least 50% of students representative of our underperforming subgroup of Black/African American students.

Common "notices" from our interviews that informed our plan included:

- Positive responses
- Almost all named an adult and those who did not did not want to- had friend or family to talk to
- Students feel cared for and like their ideas matter
- Majority of students feel that they have opportunities to share their thoughts
- Majority of students feel that their opinions and ideas are valued - most said often or all of the time
- Students feel actively involved by being engaged through fun, creative activities; group work, peer work, debates, sharing with friends, having choices of projects and partner activities
- Respect was a common theme in how there could be improvement - Respect for teachers and other students
- No discrepancies noted across grade levels nor demographics
- Many students mentioned the first day and the last day of school as their favorite days
- A lot of what made the students' best days were simple things, like having snacks and watching a movie
- Most students felt students were disrespectful to one another and to school staff members

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.

Students from the subgroup will:

- arrive at school on time and will have equitable opportunities to access Tier 1 instruction with changes in morning Transportation
- benefit from high expectations from all teachers and school staff
- set goals and self-monitor their progress toward grade-level reading and math performance, and be able to share this information with their families
- benefit from increased active engagement during classes, which the students said they appreciated during our interview process
- participate at higher rates in the NYS Assessments for ELA and Math