



School Comprehensive Education Plan 2023-2024

District	School Name	Grades Served
Fallsburg CSD	Fallsburg JSHS	7-12

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Fallsburg Junior Senior High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- **Analyze:** [Tenet 1 Systems and Structures Inventory](#)
- **Listen:** [Interviewing Students](#)
- **Putting it all Together:** [SCEP Planning Document](#)
- **SCEP Sample:** [Cohesive, Relevant Curriculum](#)
- **SCEP Sample:** [Deepening Connections](#)FCS)come
- **SCEP Sample:** [Graduation Through Relationships](#)
- **SCEP Sample:** [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>The Fallsburg Jr/Sr High School is committed to increasing a sense of community, belonging, pride and connections among stakeholders.</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>This Commitment aligns with our vision for the school as it focuses on enhancing the sense of community, belonging, pride, and connections among stakeholders. We believe that a strong sense of community is essential for the overall well-being and success of our students, both in social-emotional areas as well as with their academics.</p> <p>When reviewing student interview responses and stakeholder surveys, we consistently heard the importance of creating a positive and inclusive environment within the school. Students, parents, teachers, and other members of the community expressed their beliefs that we need to increase connection and a sense of belonging. This Commitment directly addresses these concerns by actively working towards developing a greater sense of community among all stakeholders.</p> <p>Through analyzing our data, we have reviewed several indicators that emphasize the need for this Commitment. We have noticed responses where students felt isolated or disconnected, leading to negative impacts on their overall well-being and academic performance. We also identified a lack of participation in extracurricular activities and community events, indicating a potential gap in fostering a sense of pride and belonging.</p> <p>By committing to increasing a sense of community, belonging, pride, and connections, we aim to bridge these gaps and create a more inclusive and supportive environment. We will focus on implementing programs, initiatives, and activities that encourage collaboration, teamwork, and mutual respect. This may include mentorship programs, peer support groups, community service projects, and school-wide events that celebrate diversity and achievements, such as a mural project that would represent our diverse community. Additionally, we will prioritize communication and engagement with stakeholders to ensure that their voices are heard and that their perspectives shape the strategies we implement. We will actively seek feedback from students, parents, teachers, and community members to understand their needs and expectations. This collaborative approach will enable us to</p>

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	<p>tailor our efforts and initiatives to the specific requirements of our school community.</p> <p>Our first commitment not only aligns with our vision for the school but also addresses the concerns and desires expressed by various stakeholders. By increasing a sense of community, belonging, pride, and connections, we aim to create a positive and inclusive environment where all individuals feel valued, supported, and motivated to excel. Through continued opportunities with stakeholders, we will work towards implementing effective strategies that promote a strong sense of unity and engagement within our school.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	<p>Comparison of overall participation in extracurricular activities. (21st Century, clubs and sports) between the 2022-2023 and 2023-2024 school years.</p> <p>Comparison of overall chronically absent students between the 2022-2023 and 2023-2024 school years.</p>	<p>From October 2022 through May 2023, the average number of students staying for extracurricular activities was 88. We would like to see a five percent increase in extra-curricular attendance.</p> <p>A reduction of five percent in the number of chronically absent students from the prior year. For the 22-23 school year, the percentage of students who were chronically absent across the school was 35.4%.</p>	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I enjoy going to school each day. 49% of the secondary students strongly	I enjoy going to school each day.	

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	disagree or disagree with this statement.	45% of secondary students will strongly disagree or disagree with this statement.	
Staff Survey	Students are on time and rarely absent from school. 84% of instructional staff strongly disagree or disagree with this statement.	Students are on time and rarely absent from school. 70% of instructional staff will strongly disagree or disagree with this statement.	
Family Survey	Teachers tailor instruction to students' strengths and interests. Currently 50% of families agree or strongly agree.	Teachers tailor instruction to students' strengths and interests 62% of families will agree or strongly agree.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

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	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)	<p>Review of the number of participants in extracurricular activities. (21st Century, clubs and sports) from the Fall semester of 2022-2023 compared to the Fall semester of 2023-2024 school years.</p> <p>Review the percentage of chronically absent students from the 2022-2023 Fall semester compared to the Fall semester of the 2023-2024 school year.</p>	<p>From October 2022 through January 2023, the average number of students staying for extracurricular activities was 63. We would hope to see a three percent increase in extra-curricular attendance from the Fall semester of 2022-2023 compared to the Fall semester of 2023-2024 school years.</p> <p>A reduction of 3% in the number of chronically absent students from the 2022-2023 Fall semester compared to the Fall semester of the 2023-2024 school year. In February 2023, 36.4% of all enrolled students were chronically absent.</p>	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

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Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	The overall number of participants in extracurricular activities (21st Century, clubs and sports) for the 2022-2023 school year.	A 2-3% increase in extra-curricular attendance from the Fall semester of 2022-2023 compared to the Fall semester of 2023-2024 school years.	
	Review of the overall percentage of chronically absent students from the 2022-2023 school year.	A reduction of 2-3% in the number of chronically absent students from the 2022-2023 Fall semester compared to the Fall semester of the 2023-2024 school year.	
Adult/Schoolwide Behaviors and Practices	Extracurricular advisors and extended day teachers will review the number of participants in their activities from the 2022-2023 school year.	By the end of September, advisors and extended day teachers will create a new message to be published on the Comet Broadcasting morning announcements to promote their activity and encourage enrollment for the first time.	
Student Behaviors and Practices	Students will attend an extracurricular fair during their lunch periods.	Students will become familiar with all of the extracurricular activities and be encouraged to sign up to participate in at least one activity of interest.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to increase participation in after-school clubs	<p>Students will be surveyed to determine interest in extracurricular clubs (mid-September).</p> <p>A schoolwide extracurricular fair will be held during lunch periods to allow students to learn about the activities being offered and sign-up (late September).</p> <p>Teachers, especially homeroom teachers, will focus attention on students struggling with attendance to encourage them to sign-up for at least once club.</p> <p>After school clubs will begin in October. Attendance at clubs will be monitored and club advisors will meet individually with students who are not attending at least 85% of the time to discuss/address any barriers to attendance.</p> <p>Incentives will be provided for students who attend 8 or more days of extended day sessions and have a 75% average.</p> <p>Students will be surveyed again in late December to determine interests for clubs that will be held during the second semester.</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors, personnel and time to create, disseminate and review the interest survey</p>

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Utilize the Family Engagement Coordinator(s)	This entails personalized bi-weekly check in calls to families of at-risk students. Send hard copy and email messages to families. Share community events with faculty. Access and catalog updated contact info for hard to reach families. Outreach to families of new entrants. Promotion of school events. Collaborate with Migrant Education. Provide a description of the goals, objectives and activities for the year prior to the first week of school. Provide updates and progress reports to the building principal.	Facilitator, BOCES supports, SIG Funding
Utilize Attendance Coordinators	Attendance coordinators meet weekly with administration to review lists of students who were chronically absent in prior year and begin to assign additional interventions, such as the check and connect program. Additional duties include: running daily attendance reports, daily calls home for chronic absenteeism, share concerns and collaborate with Migrant Ed, maintain and update long-term state attendance data, create home visit list for principal, plan and promote attendance celebrations, maintain attendance data wall, place CPS calls as needed, hold attendance meetings for students and families in collaboration with administration, provide updates and progress reports to administration bi-monthly and a final report prior to the end of June of each school year.	SIG funds for positions, funding for incentives, awards, trips.
Meeting with Chronic Absenteeism Students by the Attendance Coordinators	Surveys to get to the reason/root behind their absences. Meeting in both larger groups and smaller settings to discuss issues and concerns keeping students from attending	food, space and time to meet in the day, survey.

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	regularly. Work to create solution-oriented plans to support student needs.	
Make robo calls for daily attendance as well as monthly personalized calls/emails to summarize total monthly absences.	Monthly calls to mention how many absent days per month, asking families to set a goal for the following month. Congratulatory calls for students who have 0 absences for a month.	Tech support for robocalls, time to record audio messages. Time to send robocalls, gather data from RIC.
Advisory Committee	Work with selected teachers to outline plans for a 7th grade advisory to promote community engagement. This may work during study hall periods / lunch periods / after school opportunities. The program goals are to promote a sense of community, enhance feelings of belonging, cultivate pride in the school community and foster meaningful connections. Students might have activities focused on self-awareness, self-esteem, diversity, inclusivity, and goal setting. This could also include opportunities for mentoring and peer support.	Dedicated advisors to lead/facilitate the program and have time to plan. Mentors from higher grades. Time during the school day for sessions and projects, along with flexibility for after school activities. Materials focused on personal development (maybe reuse Positive Action lessons), Professional Development for advisors.
Opportunities to choose topics of interest and/or show learning in their own ways	Students will be given greater choice in their classes. Students choose topics to research, books to read, and problems students wish to solve. Additionally, some classes will provide more student choice in ways to demonstrate their mastery. Instead of strictly utilizing test assessments, these classes will encourage the use of non-traditional grading methods including student portfolios, projects, songs, presentations, and more.	Professional development related to alternative assessments, common planning time for teachers, content-area discussions and 7th and 8th grade-level discussions. Provide guidance to students within lessons regarding research and book choice, utilize the librarian for support. Provide professional development to teachers on the use of student portfolios to improve student learning

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		outcomes and demonstrate mastery.
Diverse and inclusive curriculum	<p>Explore and utilize a diverse and inclusive curriculum to ensure feelings of equity among the student body.</p> <p>District wide Diversity Calendar will be implemented to ensure full support for various Diversity Months including Black History Month, Women's History Month, Pride Month, etc. Student Equity caucus will support this as well</p> <p>We will work with the newly appointed Diversity Equity and Inclusion Administrator</p>	<p>Resources required: Time in 7th and 8th grade team meetings can be allocated to review this feedback.</p> <p>Additional resources included administrative time and department meeting time.</p> <p>Time for curriculum development for teachers to work in small groups and with the instructional coach/administration.</p>
Problem of practice	<p>The Instructional Coach will create a group of teachers who are willing to share strategies, in an effort to promote a collegial community of like minded people who are interested in learning best practices from each other.</p>	<p>Time to recruit a group of teachers willing to participate, time to create a platform to share best practices</p>
Mural project	<p>The art club will create a mural that reflects the student body in order to promote a shared sense of community.</p>	<p>Money for art supplies, stipend for art club advisors, money for artist in residence person.</p>
Host Quarterly "Field Days"	<p>The Student Government Association will host 4 field days - one per quarter. Activities may occur inside or outside the building and it may also run as a "Battle of the Classes" activity to promote engagement and connection among students across grades.</p>	<p>Student Government Association planning time, funds for events</p>

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Fallsburg JSHS is committed to utilizing interventions based on relevant student data, including classroom data.
<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>The commitment made by Fallsburg JSHS to utilize interventions based on relevant student data, including classroom data, aligns with our envisioned future for the school in several ways.</p> <p>Firstly, our vision for the school emphasizes personalized and data-driven education. We believe that every student has unique learning needs, and by leveraging student data, including classroom data, we can better understand their strengths, weaknesses, and progress. This commitment directly supports our goal of tailoring interventions and instructional strategies to meet individual student needs, ensuring that each student receives the necessary support to thrive academically.</p> <p>This commitment also resonates with what we heard when listening to others. Through conversations with students, parents, teachers, and other stakeholders during our SCEP meetings and student interviews, along with reviewing survey data, we gathered valuable insights regarding the importance of data-informed decision-making in education. Many expressed the need for a more targeted approach to student support, where interventions are based on accurate and up-to-date information. By addressing this concern and incorporating classroom data into our interventions, we are responding to the feedback we received and actively meeting the needs of our school community.</p> <p>This commitment is reinforced by our analysis of various data points. Through analyzing school-level data we have identified patterns and trends that highlight the significance of classroom data in driving effective interventions. Our findings have indicated that utilizing classroom data can lead to more precise identification of areas requiring improvement, early identification of struggling students, and the ability to track progress over time. By connecting our commitment to the insights gained from data analysis, we are ensuring that our interventions are evidence-based and informed by a thorough understanding of our students' educational journey.</p>

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	Fallsburg JSHS's commitment to utilizing interventions based on relevant student data, including classroom data, aligns with our vision for personalized education, reflects what we heard from stakeholders, and is supported by our data analysis. By integrating this commitment into our practices, we are fostering a data-driven and student-centered approach that promotes academic growth and success for all students.
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<p>7th and 8th grade ELA and math state test scores.</p> <p>The comparison of the data from the fall 2023 to spring 2024 NWEA math and reading scores of the 7th and 8th grade Academic Intervention students.</p>	<p>A 5% decrease in students achieving a level 1 or level 2 on the ELA and math state test scores in grades 7 and 8.</p> <p>A 5% decrease of students who score in the low and low average range compared to the results of the fall 2023 NWEA test.</p>	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	My teacher checks that everyone understands before moving to the next topic. 66% of the secondary students strongly disagree or disagree with this statement.	My teacher checks that everyone understands before moving to the next topic. 56% of the secondary students will strongly disagree	

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	<p>My teachers know my strengths and where I struggle. 58% of the secondary students strongly disagree or disagree with this statement.</p> <p>School is interesting. 50% of the secondary students strongly disagree or disagree with this statement.</p>	<p>or disagree with this statement.</p> <p>My teachers know my strengths and where I struggle. 50% of the secondary students will strongly disagree or disagree with this statement.</p> <p>School is interesting. 40% of the secondary students strongly disagree or disagree with this statement.</p>	
Staff Survey	<p>Teachers have a shared school vision. 87% of instructional staff strongly agreed or agreed in 2021-2022 but it dropped to 78% in 2022-2023.</p>	<p>Teachers have a shared school vision. 85% of instructional staff will strongly agree or agree.</p>	
Family Survey	<p>Teacher's feedback on assignments helps my child learn. 86% of parents/guardians strongly agreed or agreed in 2021-2022 but it dropped to 75% in 2022-2023.</p> <p>Teachers' feedback on tests and quizzes helps my child learn. 84% of parents/guardians strongly agreed or agreed in 2021-2022 but it dropped to 74% in 2022-2023.</p>	<p>Teacher's feedback on assignments helps my child learn. 85% of parents/guardians will strongly agree or agree.</p> <p>Teachers' feedback on tests and quizzes helps my child learn. 84% of parents/guardians will strongly agree or agree.</p>	

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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<p>The results on the mid-year administration of the multiple choice portion of the sample state exam from the test prep booklets.</p> <p>The comparison of the data from the fall to winter NWEA math and reading scores of the 7th and 8th grade AIS students.</p>	<p>65% of our students will improve by at least 8 points as compared to the results of their fall test scores.</p> <p>A 3% decrease of students who score in the low and low average range compared to the results of the fall NWEA test.</p>	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

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Student Data	The results on the multiple-choice portion of the sample state exam from the test prep booklets.	We will identify the areas of strength and weaknesses of the students on the multiple choice portion of the sample state tests to use for targeted instruction.	
	Fall 2022 and Fall 2023 NWEA reading and math scores for AIS students in grades 7 & 8.	We will compare the percentage of students in 7th and 8th grade AIS reading and math classes who scored in the low and low average range in the fall 2022 and 2023 NWEA to determine if there is a similar trend of student achievement in the fall semesters. The fall 2023 NWEA results will be used as a baseline to show growth in the winter and spring testing sessions.	
Adult/Schoolwide Behaviors and Practices	Student NWEA data will be reviewed in 7th and 8th grade team meetings.	Teachers will have a better understanding of what the scores mean using the Comparative Data Chart in order to better inform targeted instruction.	
Student Behaviors and Practices	Students in 7th and 8th grade will review their individual NWEA goals for their end of year score.	Students will have a better understanding of what their score means, be able to identify their scores and goals to work on the development of a growth mindset.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes,

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		Individuals) are necessary to support these strategies?
Lessons will be taught from the ELA and math state test practice books.	The 7th and 8th grade ELA and math teachers will teach one lesson per month until the mid year benchmark. They will then use the results of the mid-year assessment to plan and teach lessons aligned to skills areas in need of improvement. This will happen after President's Day through testing day.	Ready Test books, Sig Funding
Use of iReady Teacher Toolbox	The 7 and 8th grade math/ela teachers will use online resources to support instruction aligned with data-based decision making.	team meetings, SIG funding, scheduled time to review data and plan activities, 7 & 8th grade teachers
Utilize two hour delay schedules to work in groups to review student work and identify trends.	The district will host several 2 hour delay schedules where teachers arrive on time and have Professional Development around topics such as data driven instruction and time to work with their grade groups analyzing student work in order to support the development of teachers' and staff members' knowledge, skills, and practice.	Time for Content and Assistant Content Area Coordinators to discuss and plan their agenda and activities for their group. PD around analyzing group work.
In team meetings, review the reading and math NWEA scores, interpret what they mean and identify areas of need.	The Instructional Coach will meet with 7th and 8th grade teams to share and explain the scores of the students. The Instructional Coach will show the teachers all of the various NWEA reports that are available to them in order for teachers to choose the resources that will assist them to make the best instructional decisions for their students.	NWEA data, time in team meetings to review reports and student data
Benchmark testing	We will utilize our Ready test practice exams in ELA and math for grades 7 & 8 to conduct beginning and middle of the year testing (Middle during Regents week in January.) We will then be able to analyze the data and teachers can make informed decisions about their focus during the weeks before state exams	Ready test materials, time for grading, time for analyzing data / PD to help analyze the data and determine next steps
Learning Walks	The Instructional Coach will do Learning Walks that focus on looking for practices that align with the district goals and initiatives in	Time scheduled for learning walks, creation of learning walk form

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	order to assist in collecting data to indicate areas of strength and/or areas of need for more support.	that aligns with district goals and initiatives.
PLC for Staff members	District will encourage teachers to stay after school and create a PLC in order to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. The specific topics will be generated by the team but based on the school goals set forth by this SCEP and the DCIP.	Instructional coach, admin team, sig funding for PLC, purchasing chosen books
Use of Newsela	Teachers in grades 7-8 will incorporate Newsela in order to create meaningful classroom learning experiences by differentiating instruction to make the content accessible for all students. All teachers will have continued access to this resource in the content areas of ELA, Science, and Social Studies.	PD during opening conference day on using the Newsela format, department meeting reviews, instructional coach to support
Coaching Cycles	The Instructional Coach will work with new teachers and middle school ELA and math teachers to track student data while utilizing the GROW (Goal, Reality, Options, Will/What Next/Way Forward) action plan to identify teacher driven goals to implement in their classroom.	Time to meet with the teachers
Focus on teacher feedback	The middle school math and ELA teachers will provide timely, individual feedback on students' work that is specific and actionable in order to afford the students the opportunity to reflect on and improve their work.	PD with a focus on best practices on providing constructive feedback in a variety of ways

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☒ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Restorative Justice - State-Supported Evidence Based Strategy
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<p>A restorative justice intervention strategy can significantly support the commitments we have selected because restorative justice focuses on repairing harm, fostering accountability, and promoting healing within a community. Here's how such a strategy can support the commitment:</p> <p><u>Commitment #1:</u></p> <ol style="list-style-type: none"> 1. Building a Sense of Community: Restorative justice practices create a strong and supportive community by bringing together students, teachers, administrators, and parents. These practices foster dialogue, collaborative problem-solving, and relationship-building, enhancing a sense of community and belonging. 2. Promoting Understanding and Empathy: Restorative justice interventions promote understanding and empathy through active listening and facilitated conversations. Participants gain a better understanding of others' perspectives, fostering empathy and building connections. This cultivates a greater sense of responsibility and shared humanity within the community. 3. Encouraging Dialogue and Communication: Dialogue and communication are encouraged through structured frameworks such as conferences and mediation sessions. These spaces allow individuals to express themselves, share their feelings, and resolve conflicts respectfully. Improved communication leads to stronger relationships within the school community.

Commitment 1

	<ol style="list-style-type: none"> 4. Developing Problem-Solving and Conflict Resolution Skills: Problem-solving and conflict resolution skills are developed through restorative justice interventions. Stakeholders actively participate in identifying underlying issues, collaborating on solutions, and making informed decisions. These skills contribute to a positive and supportive school culture where conflicts are seen as opportunities for growth and learning. 5. Strengthening Personal Accountability: Restorative justice emphasizes personal accountability by holding individuals responsible for their actions. Involving them in the repair process fosters a sense of ownership and growth. Students learn the impact of their behavior on the wider community, inspiring them to make amends and fostering personal growth and pride. <p>A restorative justice intervention strategy supports the commitment to increasing a sense of community, belonging, pride, and connections by fostering positive relationships, promoting empathy and understanding, improving communication, developing problem-solving skills, and cultivating personal accountability. By implementing restorative justice practices, Fallsburg Jr/Sr High School can create a more inclusive and supportive environment where individuals feel valued, connected, and invested in the well-being of the entire school community.</p> <p><u>Commitment #2:</u></p> <ol style="list-style-type: none"> 1. Personalized and Targeted Approach: Restorative justice interventions utilize student data to identify underlying causes and individual needs contributing to misbehavior. This enables educators to tailor interventions and effectively target the root causes of conflicts. 2. Building Positive Relationships: Restorative justice prioritizes positive relationships between students, teachers, and the school community. Educators listen to students, understand their perspectives, and create a supportive environment. By using student data, educators gain insights into students' backgrounds, strengths, and challenges, approaching interventions with empathy and understanding. 3. Data-Informed Decision Making: Restorative justice encourages analyzing data on student behavior, discipline incidents, and academic performance. Educators use classroom data and other relevant sources to make informed decisions about personalized restorative interventions, ensuring evidence-based practices. 4. Empowering Student Voice: Restorative justice interventions involve students in the resolution process. By incorporating classroom data, students analyze their own behavior and progress. This promotes student agency, self-reflection, and self-awareness, empowering them to take ownership of their actions and contribute to their growth and success. <p>In summary, a restorative justice intervention strategy supports the commitment of utilizing interventions based on relevant student data. It complements the personalized and targeted approach, builds positive relationships, encourages data-informed decision-making, and empowers student voice. By combining the power of restorative justice and student data, Fallsburg JSHS can create a nurturing and inclusive school environment that supports students' academic and social-emotional growth.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the</p>	<p>The exploration of the Envision/Analyze/Listen process has likely provided our team with valuable insights and perspectives from various stakeholders within the school community. When examining how restorative justice is connected to this process, we can identify several key points:</p> <ol style="list-style-type: none"> 1. Envision: During the envisioning phase, the team identified the need for a more inclusive, supportive, and empathetic school environment. This was the result of listening to students, teachers, parents, and other community members

Commitment 1

Envision/Analyze/ Listen process?	<p>who expressed concerns about disciplinary practices or conflicts within the school. Restorative justice aligns with this vision by promoting a culture of empathy, accountability, and positive relationships, where conflicts are resolved in a respectful and constructive manner.</p> <ol style="list-style-type: none"><li data-bbox="574 302 1468 541">2. Analyze: The analysis phase involved an examination of various data sources, including disciplinary records, student performance data, and feedback from surveys or focus groups. Restorative justice is connected to this analysis by emphasizing the importance of data-informed decision-making. By considering relevant data related to disciplinary incidents, patterns of behavior, and academic performance, the team can identify areas where restorative justice practices may be beneficial in addressing underlying issues and promoting positive outcomes for students.<li data-bbox="574 575 1468 846">3. Listen: The listening phase involved actively engaging with students, parents, teachers, and other stakeholders to understand their perspectives, concerns, and aspirations for the school. Through this process, the team heard stories of conflict and the desire for a more inclusive and supportive school community. Restorative justice is closely tied to listening, as it prioritizes creating spaces for open dialogue, active listening, and understanding the impact of actions on others. By incorporating restorative justice practices, the team can address the needs and concerns raised during the listening phase, fostering a sense of belonging and cooperation within the school community.
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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Dr. Sally Sharkey	Assistant Superintendent
Shana Bruestle	Principal
Steve Nilsen	Assistant Principal
Dillon Paul	Assistant Director of PPS
Amanda Stevens	Interim Director of Athletics
Kasey Conrow	Instructional Coach
Suzanne Rada-Yates	Math Teacher/Department Chair
Elisa Baum	Social Studies Teacher/Department Chair
Craig Jankowski	Science Teacher/Department Chair
Tobi Magnetico	Art Teacher/Department Chair
Carlye Bertholf	Special Education Teacher
Christina Ruiz	English Teacher
Isabel Mejia	ENL Teacher
Jeff O'Neill	Social Studies Teacher
Jessica Scanna	Speech Pathologist
Regina Giordano	Special Education Teacher
Anthony Cordero	Bilingual Math Teacher
Daniel Redmond	Math Teacher
Hermina Batista	Parent
Lisa Acosta	Parent
Isabella Frunzi	Student

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
April 24, 2023	x						
May 2, 2023	x	x					
May 9, 2023				x			
May 24, 2023			x		x		
May 29, 2023						x	
June 6, 2023						x	x
June 7, 2023						x	x
June 9, 2023							x
June 14, 2023							x
June 16, 2023							x
June 22, 2023							x
June 28, 2023							x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process at Fallsburg Jr/Sr High School played a crucial role in informing and shaping plans to enhance community, belonging, pride, and connections. Here's how it made an impact:

1. **Student Perspectives:** Interviews allowed students to express their thoughts, experiences, and concerns. Valuable insights were gained, helping to understand student needs and aspirations for effective strategies.
2. **Identifying Areas of Improvement:** Students shared instances of feeling disconnected or excluded, highlighting areas needing improvement. This formed a basis for targeted initiatives.
3. **Gathering Feedback:** Students provided feedback on existing practices and initiatives, evaluating their effectiveness in fostering community and connection. This information guided adjustments and enhancements.
4. **Co-creating Solutions:** The interviews fostered collaboration, encouraging students to share ideas for a stronger sense of community. Their input was incorporated into planning, ensuring strategies were responsive to their needs.
5. **Ensuring Student Ownership:** Involving students empowered them to shape the school's commitment and plans. Their active involvement fostered pride, engagement, and investment in the community.

Based on these insights, action plans were developed, including peer support programs, mentorship opportunities, student-led events, and improved communication channels. The integration of student voices ensures the relevance, meaning, and impact of implemented strategies.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.