New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	South Middle School	6-8

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And in partnership with the staff, students, and families of South Middle School.

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment: Meaningful Learning

What is one commitment we will promote for 2021-22?	We commit to having every child engaged in meaningful learning that is relevant to, but not limited to, the child's culture, choices, developmental stage, gender identity, and/or disability status.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	This aligns to the district vision because we would like for our scholars to excel so they can become tomorrow's leader beyond Academy Field. According to the Equity Self Assessment, teachers determined the school needed to Provide opportunities for students to develop projects on Social Justice issues. Also another area of opportunity was to Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege. In the Professional Development survey, it was determined that teachers had an opportunity for development in aligning their expectations and practices in class so students can use the same skills in multiple classes. For the student survey, students voiced their concerns regarding choice and opportunity within some of their classrooms. The students spoke about opportunities they had in some of their classrooms where they felt engaged and supported within their lessons and would like to see that occur in more of their classrooms. They specifically spoke about how impactful it was when they knew their grades, next steps and had an opportunity to have a voice in their work. Allowing for the facilitation of teaching and learning practices will enable our scholars to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. Also, according to our Promotion in Doubt data, As of June 15, 2021, we had 15% of all students in danger of failing their grade. Our Response to Intervention Data we have

	approximately 50% of our students identified as needing tiered interventions in/out of the classroom. Our class passing rate, as of June 2021, has an average of approximately 10% failure rate per class. This fits into the other commitments because meaningful learning can only occur if there is a solid foundation with the relationships made with the students. Relationships can only occur if the school community is aware of each of the members identity and each member feels as if they belong within the school community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional development on teaching strategies	Instructional Leadership Team will model and provide support to teachers with the following; Illustrative Math, American Reading Company, Response To Intervention, Professional Development on classroom practices/strategies that includes Explicit Instruction	Feedback: 65% Evidence of verbal and written feedback to support student proficiency in academic success as evidenced by conferencing notes, rubrics and assignments, lesson planning Effective walkthroughs: 65% Consistency of lesson plan delivery, use of effective strategies from ILT and teacher leaders, engage students in meaningful learning Lesson plan and delivery: 65% Consistency of lesson plan delivery, use of effective strategies from ILT and teacher leaders Review of common planning agendas: Rolling agendas and cadence of accountability	Monthly/Quarterly Professional Development, access to providers of training on programs and/or academic directors for support (minimum 6 visit)
Targeted effort to increase student voice within the classrooms	Develop a plan for student led/student centered conferences and class activities	Focus group data: Increase in the number of students saying they feel engaged in the lessons,	Jevon Hunter Ph.D,The State University of New York, Buffalo State & Chelsea Williams along

	(Sept/October) Students and teachers will develop a plan to provide opportunities for student voice Such as mini student led TED talks or science fairs, student government, and culture project Utilizing various mediums to showcase student voice such as bulletin boards, newsletters, academic/student work nights, etc. Continued development of 2020-21 Culturally Responsive Teaching cohorts Will hold student government elections	they have choice/voice in their lessons (15% increase) Data related to parent/student conferences and Parent conference days: An increase in parent attendance on conference days (10% increase) Survey students about student voice Tracking student voice opportunities: Use of a survey to indicate if the students feel they have voice in their lessons based on content areas	with our in-house diversity team Ongoing Professional Development for the staff on student led/student centered conferences (Sept/Oct.)
Data tracking	School-wide data team will work on creating a schedule for disseminating student data and a plan to utilize the data. Items will be discussed in Professional Learning Communities and common planning. We will use data walls, along with Ed Elements Data and Data Wise	Development of data sets around student performance by common planning groups: Increase in the passing rate of the students Increase in the growth of student achievement on American Reading Company, iReady and Illustrative Math Minutes of common planning meetings: Use of the rolling agenda Use of the cadence of accountability	Refresher Professional Development/training on Ed Elements/Datawise protocols. This will occur in September/October. Building a schedule for when Professional Development sessions will be held. Summer 2021

	protocols to examine the information collected.		Building a master building schedule that includes common planning periods. Summer 2021 Building level data teams will develop a plan/schedule for disseminating data from various programs. Ongoing
Create a community of growth and development among teacher leaders	Instruction leadership team will be created and use the cadence of accountability to facilitate meetings and a rolling agenda to implement instructional opportunities and growth. They will also provide professional development on skills and strategies.	Review of meeting minutes: The cadence of accountability and next steps created throughout the meetings, Surveys completed following the professional development inticating satisfaction with PD	Posting for the positions on the team in July/August 2021 with team to start work in September 2021

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	The work provided in my classroom is relevant to my culture I am provided opportunity for choice in subjects (list of each subject) I am supported by my teacher in my classwork	
Staff Survey	I was provided opportunity for development in aligning expectations and practices The professional development I participated in provided the support I needed in order to implement strategies. The collaborative working time during the Common Planning meetings helped improve my professional practice.	

Family Survey	The student led conference I participated in helped me understand the strengths and needs of my child as a learner	

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By June 2022, South Middle School will have 50% of the student population will be engaged in meaningful learning that is relevant to, but not limited to, the child's culture, choices, developmental stage, gender identity, and/or disability status as measured by a student and teacher survey administered by June 8, 2022. Surveys will be administered at the beginning of the year, middle of the year and at the end of the year. Student voice opportunities will be tracked, discussed during Professional Learning Communities and staff meetings and monitored to ensure an increase in opportunities.

COMMITMENT 2

Our Commitment: Belonging

What is one commitment we will promote for 2021-22?	We will commit to ensuring that students feel safe, respected, supported, and have a true sense of belonging where they can see themselves within the surroundings at South Middle School.

Why are we making this commitment?
 	
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the school's vision?*
● *Why did this emerge as something to commit to?*
● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the school's long-term plans?*
	Our vision aligns with the district's vision of, "inclusive excellence for all." In order to be inclusive that means that all of our students must feel safe, respected, supported, and that they belong.
	
	This commitment emerged from the following data:
	  ○ *Student Survey Data:*
	    ■ *Student percentages for feeling emotionally safe at school - 44% (unsure, disagree, strongly disagree)*
	    ■ *Physically safe: 36% (unsure, disagree, strongly disagree)*
	    ■ *Experiences of not being bullied - 61% (unsure, disagree, strongly disagree)*
	  ○ *Equity Survey:*
	    ■ *Area of concern: Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion.*
	  ○ *Student Voice Survey:*
	    ■ *Some classrooms students feel supported and respected by their teachers/staff*
	    ■ *The students feel safe in most areas of the school community*
	    ■ *The students like when they are able to create posters/visuals and it is displayed for the school*
	
	This commitment is related to the "Three Core Messaging Frameworks." If students are not engaged multi-dimensionally, contextually, and relationally the likelihood of them engaging in authentic learning decreases. The first step to building a relationship, providing context, or multi-dimensional learning is ensuring students are willing to take risks. Risk taking only

occurs when children feel safe to do so. Risk occurs when children feel that their efforts and they are respected and valued.

This is the right commitment for us to pursue because as a school community we need to provide a framework so a cohesive approach to creating a welcoming and affirming environment can be created across the disciplines, grade levels, and the entire school.

This fits into the other commitments because if students do not feel like they belong in the school community then they are less likely to build a relationship with someone within the school. If they cannot build a relationship then they are less likely to engage in meaningful learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Expand opportunities for students and teachers to recognize and manage their own social and emotional health.	Continue to develop the Social Emotional Learning capacity of students and teachers by utilizing ReThink Ed & Brain Power more consistently. Professional development and support will be provided throughout the year.	Beginning of Year Surveys/feedback baseline survey for students (panorama data) Baseline for teachers Middle or Year Surveys/Feedback Increase of 10% for students and teachers End or Year Surveys/Feedback Increase of 10% for students and teachers Referral Data Decrease in the amount of referrals by 10% each month based on the 2019-2020 data Student access & login to ReThink Ed to monitor Social and Emotional Learning Score increase for the ReThink lessons and assessments on Self-Management, Self-Awareness, Social Awareness, Relationship Skills and Responsible Decision Making BrainPower Students mentors & ambassadors	Money, Professional Development, Schedule, Personnel

		Ambassadors/Mentors will meet once a month with classes to support teachers and students with the utilization of BrainPower	
Provide students opportunities to contribute to the appearance of the building	Students will produce some of the posters, murals to be displayed around the building. Beginning of Year Student/Teachers develop plan for posters/murals, Middle or Year Students produce murals and/or posters Develop a plan to have students help with the appearance of the building	Murals and posters will be displayed plan developed by October 3 murals by June 2022 2 student created posters a month representing events/community of the students Monitor and track the number of student helpers	money for art supplies, Compensation for teachers beyond the contractual day.
Targeted efforts to increase student participation in school-wide activities/events	Developing plans for increasing activities to show belonging (morning announcements, activities) Developing plans for increasing in school & extracurricular activities based on student interests with explicit attention to diverse student sub groups. Examples: Empire Program , My Brother's Keeper, Multicultural Celebrations, LGBTQ/Pride celebrations, Women's History, Black History	Beginning of Year Surveys/feedback baseline survey for students Middle or Year Surveys/Feedback 10% increase in the students feeling as if they have voice in the schoolwide events End or Year Surveys/Feedback 15% increase in the students feeling as if they have voice in the schoolwide events Activity/Event Participation Data Track and monitor participation in events (family & students) Parent Hub Counter	Funding for extracurricular activities. Compensation for teachers beyond the contractual day.

	Month, Hispanic Heritage Month, Student clubs	150 visitors a month to the website using the counter on the website to monitor the data	
Student led extracurricular activities with an advisor so the students have a true sense of belonging to the school community	Institute a SOARING Communication branding club to provide students the opportunity to communicate with the community. Organize clubs as requested by students	Monitor clubs and solicit feedback from students thought the year Baseline for students to see their interest in clubs Monitor the number of clubs we implemented Midline for the clubs we implemented	Funding for extracurricular activities. Compensation for teachers beyond the contractual day. Professional Development
Restorative circles	Implement Restorative circles, culture development work around valuing instructional time for all students Develop and roll out a scope and sequence and professional development, language cards/scripts etc.	Elicit feedback from teachers and students Survey students post restorative circle to monitor the effectiveness of the circles	Funding for Professional Development and personnel

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Do you feel physically safe in school? Do you feel emotionally safe in school? Did you enjoy the extracurricular activities you participated in throughout the school year?	
Staff Survey	Professional development around restorative practices helped improve relationships with students	
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By June 2022, 49% (an increase of 5%) of students will identify that they are emotionally safe in school and 41% (an increase of 5%) will identify that they are physically safe in school, as measured by a student survey administered by June 8, 2022.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment: Identity

What is one commitment we will promote for 2021-22?	We will commit to ensuring every child can see themselves reflected in teachers' lesson plans, curriculum and learning materials. Critical to this is the introduction of multicultural content in the classroom to help students validate and/or construct their identities and feel like valued members of the school community.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	This commitment fits into the district's vision because by allowing students to be reflected within the lesson plans, curriculum and learning materials it will provide students the opportunity to achieve inclusive excellence. Based on the Equity Self-reflection identity emerged as a commitment because the following is seen as an importance on the equity survey provided to the staff of South Middle School: Incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. A next step concluded from the survey is to have students as co-designers of curriculum. According to the student survey students would like the opportunity to have choice within the work they are completing. They expressed they feel more included when teachers give them the opportunity to make decisions in their work. They also expressed they feel like valued members of the school community when they see themselves reflected in teachers' lesson plans, curriculum and learning materials. Identity fits into the other commitments because if the students do not see themselves reflected within the teachers' lesson plans, curriculum and learning materials then they will struggle to have meaningful learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Cross curricular identity project	Learning inventory will be used to understand students' preference on how they learn best. Culture project: The goal of this individualized activity is to learn all about a student as a whole. This presentation created by the student will be shared with staff.	Data collected from assignments completed by students during the first two-three weeks of school.	Examples of learning inventories that can be used. Provided during the first half of the first quarter. With the completion of the inventory by the end of the first five weeks. Examples of culture projects provided during the first half of the first quarter. With completion by the end of the first five weeks.
Modifying instruction to reflect the characteristics of our students	Continued Professional Development on Culturally Responsive Teaching and Bias awareness. Create lessons that reflect this focus.	Identify lessons that reflect this focus as evidenced by an examination of collected lesson plans 25% of lesson plans/walkthrough data by June 2022 will indicate we are on the right track	Dr. Hunter, in-house diversity team (Chelsea Williams), admin looking at lesson plans, diversifying the resources available in the classrooms and

	Inquiry based student projects will occur		school library. August/September and ongoing throughout the year
Extend opportunities for students to independently engage with culturally responsive literature that is at their independent reading level, and respects the level at which they read the world.	Purchase books in order to expand classroom libraries to permit students to choose culturally responsive literature at their levels.	Inventory of purchased books Records of book distribution/student lending Student choice recommendation, book review for the books they read (create possible templates) Surveys/feedback 25% of students will write a book review	Funding to purchase books, School Librarian and lead teachers for ELA and ENL departments. Inventory to be completed in September/October and book order placed in October/November

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Do you feel connected to the lessons provided to you from your teachers Have you borrowed books from your classroom library that are related to your cultural identity? Have teachers used materials in your classroom you feel you can relate to?	
Staff Survey	Have you used new/different resources that relate to your students? How do you know if the resources provided to your students are relevant to them?	
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By June 2022, At least 50% of South Middle School classroom teachers will be using curriculum resources that ensures every child can see themselves reflected in teachers' lesson plans, curriculum and learning materials as measured by classroom walkthrough data and other observable measures by June 8, 2022.

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment: Relationships

What is one commitment we will promote for 2021-22?	We will commit to ensuring that every child has the opportunity to develop a strong, nurturing and empowering relationship with adults and peers.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	This commitment fits into the school vision in the following manner because by forming relationships with our students we enable our students to feel included in the learning process and will help all students to succeed. This commitment has emerged because the school has not implemented expectations as to how students and adults are to interact in areas such as the halls and cafeteria, which students have reported, impacts the desire for students to come to school. Teachers have not been given the tools to provide empathy, which will improve relationships and positively impact attendance. There is no clear protocol or modeling of positive communications and how this occurs between staff and students,which students have reported, impacts the desire for students to come to school. This commitment also emerged because of the student interviews conducted. In the student interviews 34% of students reported, "There is someone at school I can go to." Also only 57% of students reported, "There is a program at school that teaches me how to manage my feelings and my behaviors." This commitment is related to the "How Learning Happens," article because this work focuses on the relational nature of learning. When students have strong relationships with adults and peers that are built on trust, those same students experience academic success. This commitment is right for us to choose because meaningful learning is driven by meaningful relationships, and this is what we want in order to achieve the inclusive excellence we desire. Relationships can only occur if everyone has an understanding of the different identities and students will open up about their identities if they feel as if they belong to the school community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student & Family Engagement	We will develop a plan to implement activities such as: ● Coffee talk - **Quarterly** ● Show and tell (talent, interests, item of importance), **2x per Year** ● Parent/Teacher Conferences **2 x per yea**r ● Parent Meetings/Department Related **1x per year** ● Books & Breakfast **1x per year** ● Parent Newsletters-Grade House Newsletters..**Monthly**	Beginning of Year: Beginning of year parent survey given Family attendance at events noted (baseline to be established) baseline survey for students/families Middle of Year: Middle of year parent survey given, trends noted Family attendance at events noted (baseline to be established) 10% increase in student/families End of Year: End of year parent survey given, trends noted Family attendance at events noted (baseline to be established) 20% increase in student/families	Funding for resources and opportunities
Mentoring and Coaching	Develop a plan to implement ● Mentoring/Coaching ○ teacher to student	Beginning of Year: Start of year survey administered	Funding, Teachers & Students

		Middle of Year: to establish who has relationships in the school community Midyear administration of survey End of Year: 10% Midyear survey increase End of Year survey administered 15% increase in students with relationships	
	○ student to students Peer Mediation Groups-Rethink Ed		
Expanding opportunities for teachers to develop empathy for their students.	Implementation of Culturally Responsive Teaching and Culturally Responsive Learning professional development, specific modeling and instructional support for teachers. Develop and implement a scope and sequence for the professional development and modeling to be provided.	Teacher Reflection (circles, individual journaling, and/or interviews) Anonymous reflections from teachers from baseline, midline, end of year	Funding, District provided Vendor for Culturally Relevant Learning (Dr. Hollie) & Culturally Relevant Teaching (Dr. Hunter)
Paint/provide a portrait of the community in which our students live.	Take the faculty on a bus tour of the district. See where our students live and what the community looks like. Help provide the teachers with the opportunity to understand the history and development of our district. Students will assist in the development of the tour.	Tour completion Staff participation rate Staff reflection Anonymous reflections from teachers from baseline, midline, end of year	Transportation/access to busses, time on a Professional Development day to do the tour, person knowledgeable to lead the tour (Durbin)
Provide staff with US Census info about our community - data can include college educated, commute times, etc.	Professional Development sessions will be developed to analyze data about the Newburgh Community in	Teacher Reflection (circles, individual journaling, and/or interviews) Anonymous reflections from teachers from baseline, midline, end of year	Info on the % of students who live in Town of Newburgh, Town of New Windsor, and City of Newburgh;

			use Census web-site to access the data, use the Opportunity Atlas web-site to access data, a person knowledgeable with the data. (Durbin)
	order to educate the staff on our school community.		
Tutoring program	Development of a student to student tutoring program. Planning of tutoring program design, recruiting of student tutors and tutees. Implementation of tutoring program.	Number of tutors and tutees. Assess the grades continuously of tutors and tutees to assess growth (quarterly)	Advisement by teachers on peer tutoring, student members of the honor society/student government

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	There is someone at school I can go to There is an opportunity or program at school to manage my feelings and my behaviors	
Staff Survey	I have been able to connect with a student/multiple students at school	
Family Survey	I know someone at the school I can go to which will assist my child	

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By June 2022, 39% of students (an increase of 5%) will identify that, "There is someone at school I can go to," and an increase of 5% (from baseline survey given by September 15, 2022) of students will identify that, "There is an opportunity or program at school to manage my feelings and my behaviors," as measured by a student survey to be administered by June 8, 2022.

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.

X   State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	**Commitment 1 Meaningful Learning-** By introducing the Instruction leadership Team (PLC) it will allow for a teacher voice in moving learning throughout the school community. We will be able to, as a team, determine the skills and strategies needed to improve student growth and opportunity in the classroom. **Commitment 2 Belonging** - For the second commitment the Instructional Leadership Team (PLC) can increase student participation in school wide events. The team can help provide a

framework to create a cohesive approach when creating a welcoming and affirming environment.

Commitment 3 Identity- As leaders within the school community the Instructional Leadership Team (PLC) will help strengthen identity by working within their common plannings to determine opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

Commitment 4 Relationships - By creating cohorts within the Instructional Leadership Team (PLC) we can focus on how we can strengthen the relationship within the school community because meaningful learning is driven by meaningful relationships, and this is what we want in order to achieve the inclusive excellence we desire.

The Instructional Leadership Team will share out information in common planning meetings (PLC's)

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
    - ☐ Rating: Meets WWC Standards Without Reservations
    - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
    - ☐ Rating: Top Tier
    - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
    - ☐ Rating: Model Plus
    - ☐ Rating: Model
    - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Chanté Brooks	Principal
Kelly Amendola	Assistant Principal
Vincent Brancato	Assistant Principal
Gillian Matos	Assistant Principal
Arlene Almodovar	Assistant Principal
Linda Smith	Math Lead Teacher
Richard Durbin	Social Studies Lead Teacher
Alexis McKoy-Yale	Special Education Teacher
Jessica O'Malley	ELA Lead Teacher
Lauren Rivera	ENL Lead Teacher
Roberta Taylor	Social Worker
Daniel Rivera	Parent
Leslie Bazile	Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
April 28th, 2021		X				
May 6 & 7, 2021	X					
June 2			X			X
June 11			X	X	X	
June 15			X	X	X	
June 16			X	X	X	
June 22			X	X	X	
June 23			X	X	X	
June 25			X	X	X	

Learning As A Team

Directions

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

Student Interviews

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

Commitment 1: For the student survey, students voiced their concerns regarding choice and opportunity within some of their classrooms. The students spoke about opportunities they had in some of their classrooms where they felt engaged and supported within their lessons and would like to see that occur in more of their classrooms. They specifically spoke about how impactful it was when they knew their grades, next steps and had an opportunity to have a voice in their work.

Commitment 2: For belonging students expressed in some classrooms students feel supported and respected by their teachers/staff. The students feel safe in most areas of the school community. The students like when they are able to create posters/visuals and it is displayed for the school. Knowing this information helped us create the goal centered around belonging.

Commitment 3: According to the student survey students would like the opportunity to have choice within the work they are completing. They expressed they feel more included when teachers give them the opportunity to make decisions in their work. They also expressed they feel like valued members of the school community when they see themselves reflected in teachers' lesson plans, curriculum and learning materials.

Commitment 4: This commitment also emerged because of the student interviews conducted. In the student interviews 34% of students reported, "There is someone at school I can go to." Also only 57% of students reported, "There is a program at school that teaches me how to manage my feelings and my behaviors."

Equity Self-Reflection

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

Commitment 1: According to the Equity Self Assessment, teachers determined the school needed to Provide opportunities for students to develop projects on Social Justice issues. Also another area of opportunity was to Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege.

Commitment 2: This commitment emerged because an area of concern on the *Equity Survey stated that we need a variety of measures when assessing school climate (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion.*

Commitment 3: Based on the Equity Self-reflection identity emerged as a commitment because the following is seen as an importance on the equity survey provided to the staff of South Middle School: Incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. A next step concluded from the survey is to have students as co-designers of curriculum.

Commitment 4:   This commitment has emerged because the school has not implemented expectations as to how students and adults are to interact in areas such as the halls and cafeteria, which students have reported, impacts the desire for students to come to school. Teachers have not been given the tools to provide empathy, which will improve relationships and positively impact attendance. There is no clear protocol or modeling of positive communications and how this occurs between staff and students,which students have reported, impacts the desire for students to come to school.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. 【X】 The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. 【X】 The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. 【X】 Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.

Finalized July 15, 2021

Board approved July 21, 2021