



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The South Middle School SCEP Development Team

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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

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 2022-23 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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment: Meaningful Learning

<p>What is one commitment we will promote for 2022-23?</p>	<p>At South Middle School we are committed to having every child engage in meaningful learning. We want our students 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.</p>
<p>Why are we making this commitment? <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 the school’s vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school’s long-term plans?</i> 	<p>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.</p> <p>Another area of opportunity we would like to continue to incorporate is 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.</p> <p>Teachers will continue to participate in opportunities for development in aligning their expectations and practices in class so students can use the same skills in multiple classes.</p> <p>The continuation of Meaningful Learning was a necessity for South Middle School because of the following survey results:</p> <ul style="list-style-type: none"> - According to the Student Interviews: <ul style="list-style-type: none"> - 47.1% of the students feel as if they are engaged in the lessons within their classrooms. - 49.8% of the students feel like they have choice/voice in their lessons within their classroom. - 32.0% of the students agree/strongly agree that the work in the classroom is relevant to the culture of the building - According to the Equity Self Reflection in order to address the needs and increase percentages in the student survey, we are going to focus on: <ul style="list-style-type: none"> - Initiating student-led civic engagement projects and school-based student leadership opportunities. - Provide opportunities for students to develop projects on social justice issues. - Embed opportunities into curriculum and school operations for students

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and staff to critically examine topics of power and privilege.

- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.
- According to the Parent Survey:
 - 40.3% of parents indicated they strongly agree/agree with the teachers of South Middle School tailoring instruction to meet the needs and interests of the students

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
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development on teaching strategies</p>	<p>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</p>	<p>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</p> <p>Effective walkthroughs: 65% Consistency of lesson plan delivery, use of effective strategies from ILT and teacher leaders, engage students in meaningful learning</p> <p>Lesson plan and delivery: 65% Consistency of lesson plan delivery, use of effective strategies from ILT and teacher leaders</p> <p>Review of common planning agendas: Rolling agendas and cadence of accountability</p>	<p>Monthly/Quarterly Professional Development, access to providers of training on programs and/or academic directors for support (minimum 6 visits), specific processes/protocols provided by all departments</p>

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<p>Increase student choice within the classrooms</p>	<p>Develop a plan for student centered class activities and self-reflection.</p> <p>Provide multiple opportunities for student assessment, expression, and responses.</p> <p>Provide opportunities for students to set quarterly goals and self-monitor their success.</p> <p>Students will have the opportunity to present a topic that is meaningful to them at the state and county youth conference</p> <p>Continued development of 2021-22 Culturally Responsive Teaching cohorts</p>	<p>Focus group data: Increase in the number of students saying they feel engaged in the lessons, they have choice/voice in their lessons (15% increase)</p> <p>Student report card grades will assess their progress of quarterly goals.</p>	<p>Jevon Hunter Ph.D,The State University of New York, Buffalo State & Chelsea Williams along with our in-house diversity team</p> <p>Professional Development for the staff on planning and integrating student-centered classroom activities (Sept/Oct.)</p>
<p>Targeted effort to increase accountable talk within the classrooms</p>	<p>Create a common vocabulary to be used across content areas, including team specific stems.</p> <p>Develop opportunities for student voice to be shared by student-student communication and student-teacher communication.</p> <p>Establishing a set protocol/procedure across all content areas.</p>	<p>Collaboration of teams and content areas during common planning times.</p> <p>Focus group data: Increase in the number of students saying they participate in accountable discussions in their classes</p> <p>Having protocols/procedures posted in every classroom.</p>	<p>A time to create a list of common language and stems.</p> <p>Posters of common language and stems for all classrooms by the first day of school.</p> <p>Common planning times for teams, content areas, and grade levels.</p>

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<p>Data tracking</p>	<p>School-wide data team will work on creating a schedule for disseminating student data and a plan to utilize the data.</p> <p>Items will be discussed in Professional Learning Communities and common planning.</p> <p>We will use data walls, along with Ed Elements Data and Data Wise protocols to examine the information collected.</p>	<p>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</p> <p>Minutes of common planning meetings: Use of the rolling agenda Use of the cadence of accountability</p>	<p>Refresher Professional Development/training on Ed Elements/Datawise protocols. This will occur in September/October.</p> <p>Building a schedule for when Professional Development sessions will be held. Summer 2021</p> <p>Building a master building schedule that includes common planning periods. Summer 2021</p> <p>Building level data teams will develop a plan/schedule for disseminating data from various programs. Ongoing</p>
<p>Continue a community of growth and development among teacher leaders</p>	<p>Instruction leadership team will continue to 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.</p>	<p>Review of meeting minutes: The cadence of accountability and next steps created throughout the meetings, Surveys completed following the professional development indicating satisfaction with PD</p>	<p>Time for the Instruction Leadership Team to meet and collaborate.</p> <p>Professional Development on specific teaching strategies to be turnkeyed to the staff.</p>

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End-of-the-Year Desired Outcomes

Schools 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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	The work provided in my classroom is relevant to my culture	40%
	I am provided opportunity for choice in subjects (list of each subject)	60%
	I am provided opportunities to participate in accountable discussions in my classes (list of each subject)	65%
	I am supported by my teacher with my classwork	75%
Staff Survey	I was provided opportunity for development in aligning expectations and practices	70%
	The professional development I participated in provided the support I needed in order to implement strategies.	70%
	The collaborative working time during the Common Planning meetings helped improve my professional practice.	75%
Family Survey	The learning events that I participated in helped me understand the strengths and needs of my child as a learner.	65%

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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 2022-23 school year.

By June 2023, South Middle School will have 52% of the student population will be engaged in meaningful learning that is relevant to, but not limited to, the child's culture, choices, voice, developmental stage, gender identity, and/or disability status as measured by a student and teacher survey administered by June 8, 2023. Surveys will be administered at the beginning of the year, middle of the year, and at the end of the year.

By June 2023, 100% of the staff will have Discussion Protocols posted in their classrooms. There will be opportunities for teachers to participate in Professional Learning Communities. Data will be tracked, discussed during Professional Learning Communities, staff meetings and monitored to ensure an increase in opportunities.

COMMITMENT 2

Our Commitment: Identity

<p>What is one commitment we will promote for 2022-23?</p>	<p>At South Middle School our goal is to have every child see themselves reflected within the teachers’ lesson plans, curriculum and manipulatives. We are going to continue to work on the multicultural content within the classrooms that will help to support, validate and construct the identities of the students which will help them feel like valued members of the school community.</p>
<p>Why are we making this commitment? <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 the school’s vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school’s long-term plans?</i> 	<p>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.</p> <ul style="list-style-type: none"> - According to the Student Interviews: <ul style="list-style-type: none"> - 46.4% of the students strongly agree/disagree stated they feel connected to the lessons provided by the teachers. - 22.6% of the students strongly agree/agree that the library has books which relate to their cultural identity. - 45.1% of the students stated they felt that teachers used materials in the classroom that they can relate to. - According to the Equity Self Reflection in order to address the needs and increase percentages in the student survey, we are going to focus on: <ul style="list-style-type: none"> - We feel we need to work on 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. - Use resources written and developed by racially, culturally, and linguistically diverse perspectives. <p>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.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Cross Curricular Themed Cultural Lesson(s)</p>	<p>Students will work on a themed lesson based on their grade:</p> <ul style="list-style-type: none"> - Grade 6: <ul style="list-style-type: none"> - 1.Perceptions of Self: Past, Present & Future - 2.Environmental and Social Factors of Identity - Grade 7: <ul style="list-style-type: none"> - Social & Cultural Identities - Grade 8: <ul style="list-style-type: none"> - Society’s perceptions & Becoming our Authentic Selves <p>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.</p>	<p>Data from assignments completed by students will be collected by teachers.</p> <p>Systematic way to collect and analyze the work</p> <p>Highlight student work with a showcase</p>	<p>The Diversity Facilitator will adapt the Culture Assignment</p> <p>Examples of projects from previous years’ projects will be provided to teachers.</p>
<p>Modifying instruction to reflect the</p>	<p>Continued Professional Development on Culturally Responsive Teaching and bias</p>	<p>Identify lessons that reflect this focus as evidenced by</p>	<p>Dr. Hunter, in-house diversity team, admin</p>

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<p>characteristics of our students</p>	<p>awareness. Create lessons that reflect this focus. Use of the NYSED Framework to align with the state.</p> <p>Inquiry based student projects will occur</p>	<p>an examination of collected lesson plans 25% of lesson plans/walkthrough data by June 2023 will indicate we are on the right track</p> <p>Acknowledge the teachers within the faculty meeting and the newsletters (monthly)</p>	<p>looking at lesson plans, diversifying the resources available in the classrooms and school library. (August/September and ongoing throughout the year)</p>
<p>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.</p>	<p>Purchase books in order to expand classroom libraries to permit students to choose culturally responsive literature at their levels.</p>	<p>Inventory of purchased books</p> <p>Records of book distribution/student lending Student choice recommendation, book review for the books they read (create possible templates)</p> <p>Surveys/feedback 25% of students will write a book review</p> <p>Book Critics will include a book to read in the digital announcement board - with student feedback</p>	<p>Funding to purchase books, School Librarian and lead teachers for each department. Inventory to be completed in September/October and book order placed in October/November.</p>
<p>Provide students opportunities to contribute to the</p>	<p>Students will produce some of the posters, murals to be displayed around the building. Beginning of Year</p>	<p>Murals and posters will be displayed (plan developed by October)</p>	<p>money for art supplies,</p>

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<p>appearance of the building</p>	<p>Student/Teachers develop plan for posters/murals, Middle or Year Students produce murals and/or posters</p> <p>Develop a plan to have students help with the appearance of the building</p>	<p>3 murals total by June 2023 2 student created posters/videos a month representing events/community of the students</p> <p>Monitor and track the number of student helpers</p>	<p>Compensation for teachers beyond the contractual day.</p>
<p>Expand opportunities for teachers and students to highlight the diversity of the school community</p>	<p>Monthly acknowledgement and celebrations of all subgroups (culture, choices, developmental stage, gender identity, and/or disability status.)</p>	<p>Video presentations, Posters, Grade Level Assemblies (student and staff)</p> <p>Surveys</p> <p>Daily affirmations</p>	<p>Art supplies</p> <p>Video/editing equipment/programs</p>

End-of-the-Year Desired Outcomes

Schools 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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Do you feel connected to the lessons provided to you from your teachers?	50%
	Have you had access to books that are related to your cultural identity?	30%
	Have teachers used materials in your classroom you feel you can relate to?	50%
Staff Survey	Have you used new/different resources that relate to your students?	65%
	How do you know if the resources provided to your students are relevant to them?	
Family Survey	Have you spoken to your child about what they are learning in school?	65%

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 2022-23 school year.

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By June 2023, At least 52% 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, 2023.

COMMITMENT 3

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

Our Commitment: Relationships & Belonging

<p>What is one commitment we will promote for 2022-23?</p>	<p>Relationship & Belonging 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.</p> <p>We will commit to ensuring that every child has the opportunity to develop a strong, nurturing and empowering relationship with adults and peers.</p>
<p>Why are we making this commitment? <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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>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.</p> <p>This commitment emerged from the following data:</p> <ul style="list-style-type: none"> ○ <i>Student Survey Data:</i> <ul style="list-style-type: none"> ■ <i>49% of the students feel like they have the opportunity to recognize and manage their own social and emotional health</i> ■ <i>56.7% of the students feel physically safe in school</i> ■ <i>49.1% feel emotionally safe</i> ■ <i>55.4% of the students have a trusted adult in the building they can talk to</i> ■ <i>38.4% of students feel as if there is a program at school where they can manage their feelings and behaviors</i> ○ <i>Equity Survey:</i> <ul style="list-style-type: none"> ■ <i>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.</i> ■ <i>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.</i> ■ <i>Continue to prioritize social-emotional learning programs, such as</i>

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restorative justice.

- *Student Voice Survey:*
 - *More meetings, assemblies and videos to show support within the building*
 - *Daily affirmations posted on the digital announcement board*

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 want to continue 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.

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 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
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Expand opportunities for students and teachers to recognize and manage their own social and emotional health.</p>	<p>Continue to develop the Social Emotional Learning capacity of students by recognizing and acknowledging students</p> <p>Implementation of a support canine program</p>	<p>Beginning of Year Surveys/feedback baseline survey for students (panorama data) Baseline for teachers</p> <p>Daily affirmations in the digital announcements written/submitted by the students</p> <p>Middle or Year Surveys/Feedback Increase of 10% for students and teachers</p> <p>End or Year Surveys/Feedback Increase of 10% for students and teachers</p>	<p>Money, Professional Development, Schedule, Personnel</p> <p>Canine, insurance, supplies</p>

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		<p>Referral Data Decrease in the amount of referrals by 10% each month based on the 2021-2022 data Increase in reading levels for the students in the AIS program</p>	
<p>Targeted efforts to increase student participation in school-wide activities, events and field trips</p>	<p>Developing plans for increasing activities to show belonging (morning announcements, activities) Developing plans for increasing school trips & 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 Month, Hispanic Heritage Month, Student clubs</p>	<p>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) Social Media Accounts:</p>	<p>Funding for extracurricular activities and field trips Compensation for teachers beyond the contractual day. Coordinator of Student Activities - Stipend position</p>

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		150 interactions a month to the business/information tracker on the accounts to monitor the data.	
Student led communication activities with an advisor so the students have a true sense of belonging and voice in the school community	Institute a SOARING Communication branding club to provide students the opportunity to communicate with the community.	Students will have one post a week on social media where it is student voiced Student newscast report on the digital announcements every two weeks	Funding for activities. Compensation for teachers beyond the contractual day.
Restorative circles	Continue Restorative circles and culture development work around valuing instructional time for all students Refine scope and sequence and professional development, language cards/scripts etc.	Survey students and staff post restorative circle to monitor the effectiveness of the circles Provide classrooms with posters of restorative circle norms.	Funding for Professional Development, personnel, and supplies
Student & Family Engagement	We will develop a plan to implement activities such as: <ul style="list-style-type: none"> ● Coffee talk - Quarterly ● Show and tell (talent, interests, item of importance), 2x per Year ● Parent Meetings/Department/team Related 1x per year ● Books & Breakfast 1x per year 	Beginning of Year: Beginning of year parent survey given Family attendance at events noted (baseline to be established)	Funding for resources and opportunities

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	<ul style="list-style-type: none"> ● Parent/District Newsletters/Grade House Newsletters. Monthly ● Grade House Bootcamp - 1x per year 	<p>baseline survey for students/families</p> <p>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</p> <p>End of Year: End of year parent survey given, trends noted Family attendance at events noted (baseline to be established) 10% increase in student/families</p>	
<p>Expanding opportunities for teachers to develop empathy for their students.</p>	<p>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.</p>	<p>Teacher Reflection (circles, individual journaling, and/or interviews)</p> <p>Anonymous reflections from teachers from baseline, midline, end of year</p>	<p>Funding, District provided Vendor for Culturally Relevant Learning (Dr. Hollie) & Culturally Relevant Teaching (Dr. Hunter)</p>
<p>Paint/provide a portrait of the community in which our students live.</p>	<p>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</p>	<p>Tour completion</p> <p>Staff participation rate</p>	<p>Transportation/access to busses, time on a Professional Development day to</p>

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	to understand the history and development of our district. Students will assist in the development of the tour.	Staff reflection Anonymous reflections from teachers from baseline, midline, end of year	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 order to educate the staff on our school community.	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)

End-of-the-Year Desired Outcomes

Schools 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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	Do you feel physically safe in school?	70%
	Do you feel people in your school care about your feelings?	65%
	Did you enjoy the extracurricular activities you participated in throughout the school year?	80%
	There is someone at school I can go to for help	70%
	There is a strategy, person, or place at school to help manage my feelings and my behaviors.	65%
Staff Survey	Professional development around restorative practices helped improve relationships with students	70%
	I have been able to connect with a student/multiple students at school	75%
Family Survey	I know someone at the school I can go to which will assist my child.	70%

Commitment 3

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 2022-23 school year.

By June 2023, an increase of 5% of students will identify that they are emotionally safe in school and an increase of 5% will identify that they are physically safe in school, as measured by a student survey administered by June 2023.

By June 2023, an increase of 5% will identify that, "There is someone at school I can go to for help," and an increase of 5% (from baseline survey given by mid September 2022) of students will identify that, "There is a strategy, person, or place at school to help manage my feelings and my behaviors," as measured by a student survey to be administered by June 2023.

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 Community
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>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.</p> <p>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</p>

Evidence-Based Intervention

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)

Evidence-Based Intervention

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	

Evidence-Based Intervention

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

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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 "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
Gillian Matos	Assistant Principal
Arlene Deida- Almodovar	Assistant Principal
Damian Lamm	Assistant Principal
Richard Durbin	Social Studies Lead Teacher
Sharonrose Consorti	Special Education Lead Teacher
Jane Tejeda	ENL/LOTE Lead Teacher
Jessica O'Malley	ELA Lead Teacher
Roberta Taylor	Social Worker
Lauren Rivera	Parent
Daniel Rivera	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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
5/2/22		X				
5/18/22		X	X	X		X
5/25/22		X		X		
5/26/22	X					
6/13/22	X	X	X	X	X	
6/15/22			X		X	
6/16/22					X	
6/23/22					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: According to the Student Interviews: 47.1% of the students feel as if they are engaged in the lessons within their classrooms. 49.8% of the students feel like they have choice/voice in their lessons within their classroom. 32.0% of the students agree/strongly agree that the work in the classroom is relevant to the culture of the building.

Commitment 2: According to the Student Interviews: 46.4% of the students strongly agree/disagree stating they feel connected to the lessons provided by the teachers. 22.6% of the students strongly agree/agree that the library has books which relate to their cultural identity. 45.1% of the students stated they felt that teachers used materials in the classroom that they can relate to.

Commitment 3: Student Survey Data: 49% of the students feel like they have the opportunity to recognize and manage their own social and emotional health. 56.7% of the students feel physically safe in school. 49.1% feel emotionally safe, 55.4% of the students have a trusted adult in the building they can talk to. 38.4% of students feel as if there is a program at school where they can manage their feelings and behaviors

The interviews allowed us further insight into the students because it allowed for open conversations. Students love the fact that there are adults in the building they can go to and feel welcomed by within the school community. The process of the restorative circles allowed the students to manage and talk about their issues in a safe and supportive environment. They want more assemblies, trips and resources to feel more involved and welcomed within South Middle School.

Equity Self-Reflection

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

Commitment 1: According to the Equity Self Reflection in order to address the needs and increase percentages in the student survey, we are going to focus on: Initiating student-led civic engagement projects and school-based student leadership opportunities. Provide opportunities for students to develop projects on social justice issues. Embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege. Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

Learning As A Team

Commitment 2: According to the Equity Self Reflection in order to address the needs and increase percentages in the student survey, we are going to focus on: We feel we need to work on 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. Use resources written and developed by racially, culturally, and linguistically diverse perspectives.

Commitment 3: 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. 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. Continue to prioritize social-emotional learning programs, such as restorative justice.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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 August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.