



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Brentwood UFSD	South Middle	UGE/UGS, 6,7,8

Collaboratively Developed By:

The South Middle School SCEP Development Team:

Bergre Escorbores, Ed. D. – Principal
Kathleen Barber – Assistant Principal
Kenya Vanterpool – Assistant Principal
Steven Brennan – Brentwood Teacher Association Chief Delegate
Michael Gagliardi – School Improvement Team Chair
Tracey Sonntag – Response to Intervention Specialist
Lissette Marmol – Bilingual Teacher
Gregory Walter – SWD Teacher
Melissa DeSimone – Teacher
Kevin Kozub – Teacher
Meghan McNicholas – Teacher
Elizabeth Edwards - Parent

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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to providing agency by giving every child the opportunity and authority to drive and shape their own learning. <i>(How Learning Happens Messaging Framework)</i></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> 	<ul style="list-style-type: none"> • It is the vision of South Middle School that all students should have a voice for their academic and social/emotional learning. • During student interviews it was discovered that students wanted more of a voice for school wide decisions as they pertain to academic and social/emotional learning. • We ranked ourselves as emerging to integrating on our Equity Self-Reflection in regards to student voice as it pertains to academic and social/emotional learning. • We believe that if we commit ourselves to providing students agency by giving every child the opportunity and authority to drive and shape their own learning the overall academic, social, and emotional learning will improve drastically. We believe that children will be excited when they have a genuine voice in regards to their learning at school. This excitement will result in more focus, attention, and results on classroom and state assessments.

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?
<p>Organize Student Council as a true representative democracy.</p>	<p>During the first two weeks of school, each Social Studies teacher will implement lessons on representative democracy. Each class will hold elections for a classroom representative and alternate. The representative and alternate will be responsible to attend monthly student council meetings and report back to their Social Studies classrooms. Social Studies teachers will be liaisons with the Student Council advisors to communicate with and train the classroom representatives. There will be 16 representatives per grade for a total of 48 voting members. The council will elect a 6th grade president, a 7th grade president, and an 8th grade president. The presidents will serve as a tribunal. The council will also elect an overall secretary and treasurer. These 5 will serve as the executive board of the student council.</p>	<ul style="list-style-type: none"> • Attendance will be recorded at each SC meeting. Representatives that have 2 or more unexcused absences may be removed by their SS teacher. The alternate will serve as the new voting representative. A new election will be held for a new alternate. • Surveys regarding student voice will be given to students during each SS class in September 2021, January 2022, and June 2022. 	<ul style="list-style-type: none"> • SS PLC meeting will be held before students arrive in September to explain the exceptions of the liaisons. • The two student council advisors will meet with SS teachers and admin to discuss expectations. • The monthly meeting schedule will be distributed building wide. The Auditorium will be booked to house the 96

Commitment 1

		<ul style="list-style-type: none"> • Surveys regarding student voice will be given to all teachers during September 2021, January 2022, and June 2022. 	<p>students (representatives and alternatives)</p> <ul style="list-style-type: none"> • The executive board, the counselors, and administration will meet on a bi-weekly basis to discuss any academic or social/emotional issues.
<p>Understanding by Design</p>	<p>Grade and content level teachers will follow the Understanding by Design framework by Wiggins and McTighe. Teachers will use this backwards design model to create assessments, lesson plans, and pacing that include student voice (options). Lesson plans will also include regular opportunities for social/emotional learning.</p>	<ul style="list-style-type: none"> • Surveys regarding student voice will be given to students during each SS class in September 2021, January 2022, and June 2022. • Surveys regarding student voice will be given to all teachers during September 2021, January 2022, and June 2022. • Grade and content level teachers will analyze assessment 	<ul style="list-style-type: none"> • Purchase <i>Understanding by Design, Expanded 2nd Edition, 2005</i> for each teacher • Engage teachers in ongoing professional development during PLC meetings. Initial PD will be held in September before students arrive. Ongoing PD and oversight will be held during

Commitment 1

		data to inform their lesson plans on best practices based on assessment results.	monthly meetings with admin.
Restorative Justice	Students will be given regular opportunities to engage in culturally responsive-sustainable education. Students will meet in restorative circles during their classes on a weekly basis.	<ul style="list-style-type: none"> • Surveys regarding student voice will be given to students during each SS class in September 2021, January 2022, and June 2022. • Surveys regarding student voice will be given to all teachers during September 2021, January 2022, and June 2022. • Teachers will gauge student responses during weekly circles. 	<ul style="list-style-type: none"> • PD will be provided for Teachers in September, before student arrival with School Cultural Solutions and Sky Schools. • Teachers will continue working with School Cultural Solutions during PLC meetings to develop their structured and meaningful circle lessons. • Students will participate in weekly scheduled circles, where they will use their voice to share their ideas, beliefs,

Commitment 1

			<p>and experiences. Including sharing in the lesson planning process.</p> <ul style="list-style-type: none">• Sky Schools will develop lessons with students to work on Social/Emotional learning strategies throughout the year. This will include but not limited to: <p>Deep Breathing Methods, Conflict Resolution, Spatial Awareness</p>

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I have a voice in school with my academic, social, emotional learning.	85% Agree
Staff Survey	I have given students and opportunity to have a voice in my classroom in regards to academic, social, emotional learning.	95% Agree
Family Survey	My child feels included in the school curriculum and program	85% Agree

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.

South Middle School is committed to every child having the opportunity and authority to drive and shape their own learning. Survey data at the beginning, midpoint, and end of year will reflect progress towards all students having a voice in their academic and social emotional learning. Classroom assessment data will reflect increased student understanding via the UBD process.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to engage every child in meaningful learning that is relevant to them. <i>(How Learning Happens Messaging Framework)</i></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> 	<ul style="list-style-type: none"> • It is the vision of South Middle School that all students should make connection with the daily instruction in their classrooms and their world outside of school. • During student interviews it was discovered that students felt disconnected from the relationship between their classrooms and the experiences outside of school. • We ranked ourselves as emerging to integrating on our Equity Self-Reflection in regards to including students as co-designers of curriculum. • We believe that if we commit ourselves to meaningful learning that is relevant to children, their own learning the overall academic, social, and emotional learning will improve drastically. We believe that children learn and retain more when the learning is relevant to their lives outside of the classroom. These connections will lead to further curiosity into the subject matter at hand and ultimately into ownership of the content being presented. When students find ownership of their learning, results on classroom and state assessments will improve.

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Clear and meaningful lesson objectives aligned with NYSED standards</p>	<p>Teachers will design lessons that are aligned to NYSED standards and will communicate the daily lesson objectives in language that is clear and meaningful to the students. Teachers will make connections to the daily lessons and the students lives outside of the classroom.</p>	<ul style="list-style-type: none"> • Surveys will be given to students regarding student understanding of the lesson objectives and the connection with the objectives to their lives outside of school during each SS class in September 2021, January 2022, and June 2022. • Surveys will be given to teachers regarding student understanding of the lesson objectives and the connection with the objectives to their lives outside of school during each 	<ul style="list-style-type: none"> • PLC consultant Andrew Rudd will continue to work with teachers regarding aligning lessons with Next Generation standards. • Teachers will receive PD regarding Ubd • Teachers will receive PD regarding designing content based and language based objectives as per the SIOP model.

Commitment 2

		SS class in September 2021, January 2022, and June 2022.	

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I understand my classroom objectives and understand how the objectives relate to my life outside of the classroom.	85% Agree
Staff Survey	My students have opportunities to understand how classroom objectives and understand how the objectives relate to their lives outside of the classroom.	95% Agree
Family Survey	My child feels connected to the school curriculum and his/her daily life.	85% Agree

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.

South Middle School is committed to every child being engaged in meaningful learning that is relevant to them. Survey data at the beginning, midpoint, and end of year will reflect progress towards all students having a clear understanding of their daily lesson objectives and how these objectives connect to their daily lives outside of the classroom. Classroom assessment data will reflect increased student understanding via the UBD process, PD by Andrew Rudd, and the SIOP model.

Evidence-Based Intervention

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	Restorative Justice and Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and Commitment 2.

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	
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
Bergre Escorbores, Ed. D.	Principal
Kathleen Barber	Assistant Principal
Kenya Vanterpool	Assistant Principal
Steven Brennan	Brentwood Teacher Association Chief Delegate
Michael Gagliardi	School Improvement Team Chair
Tracey Sonntag	Response to Intervention Specialist
Lissette Marmol	Teacher
Gregory Walter	Teacher
Melissa DeSimone	Teacher
Meghan McNicholas	Teacher
Elizabeth Edwards	Parent

Our Team's Process

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
<i>Example: 4/6/21</i>			x	x		
June 1 – June 4		x				
June 7 – June 17	x					
June 21 – June 25			x	x	x	
July 8					x	
July 12					x	
July 15						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

SCEP Team members interviewed 32 students from varying grades and demographic groups including: Students with Disabilities, English Language Learners, Regular Education, Honor Roll, Attendance concerns, and Behavioral concerns. The interviews were held in groups of 4-5. The same questions were asked of each group to ensure consistency. Team members recorded students' responses and shared with the team as a whole. These data informed the decision making process for the commitments of this SCEP plan.

Themes that emerged included:

- Students initially felt very isolated when at home and were very happy to return to school.
- Students missed their relationships with their peers and special school events during the Covid pandemic.
- Students relayed that there were many issues related to connectivity during hybrid/remote learning.
- Students felt safe while at school due to all of the safety protocols in place.
- Students would like more of a voice with academic decisions in the classroom.
- Students felt as if most of the adults in the building took the time to listen to them and understand them.

Equity Self-Reflection

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

SCEP team members completed the Equity Self-Reflection survey. The results were discussed and tabulated. These data informed the decision making process for the commitments of this SCEP plan.

Themes that emerged included:

- Principle: Welcoming and Affirming Environment
 - As a school we are Integrating to Sustaining an environment that cares about students' backgrounds
 - We are Integrating relationships that include students' learning preferences
 - We are sustaining a priority for SEL programs such as restorative justice
 - We are Integrating a variety of measures to collective students' impressions – such as student voice
- Principle: High Expectations and Rigorous Instruction
 - We are Emerging opportunities for students led projects

Learning As A Team

- We are Emerging opportunities for students' voice in regards to curriculum implementation
- We are Integrating opportunities for students to voice their opinions on issues outside of the classroom
- We are Integrating opportunities for students to connect the curriculum to their outside world
- Principle: Inclusive Curriculum and Assessment
 - We are Integrating opportunities for students to discuss current events as they relate to the curriculum
 - We are Emerging opportunities for students to complete assignments in multiple language
 - We are Emerging opportunities for students to be co-designers of curriculum
- Principle: Ongoing Professional Learning and Support
 - We are Integrating opportunities for teachers to discuss curriculum and other issues during PLCs
 - We are Emerging opportunities for teachers to be trained on diversity, equity, and inclusion
 - We are Emerging opportunities for teachers to conduct cross-curricular culturally responsive-sustaining planning sessions

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. 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 adjustment to their plans when appropriate.