



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Brentwood UFSD	East Middle School	6-8

Collaboratively Developed By:

The Brentwood East Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Brentwood East 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 the 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.nysesd.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 commit to creating a common, goal-driven culture where students and staff have a shared language of success, and a universal vision of what success looks like.</p>
<p>Why are we making this commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into 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>We are making this commitment because teachers reported that students have trouble creating goals and a plan to achieve those goals. Our instructional round sessions have continually pointed to the need for staff to give directions in multiple ways and to make sure students understand what they are being asked to do. Staff and students have noted that students need constant prompting by teachers, which is slowing down student learning and creating students that cannot solve problems on their own. Additionally, students are reporting that they get distracted from what they are supposed to do and are paralyzed when presented with a list of tasks to complete. We want to commit to this common language of instruction because it will help students navigate from class to class, while simultaneously providing them with tools to help them stay focused and understand the tasks they are being asked to accomplish. This commitment builds on the work we have been doing with Tier 1 strategies while we expand that work to directly teaching students skills they need to be more actively engaged in their learning.</p>

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?
We will address student distraction using Tier 1 strategies.	<p>Professional Development will be provided to teachers in strategies including communicating learning intentions to students, how to provide feedback to students based on formative assessments and create a theme of growth mindset. Have one universal Tier One strategy a quarter that everyone refers to that aligns with the habit for the quarter. Continue to develop the tier 1 folder system and get teachers comfortable with adding their own ideas.</p> <p>We also will be holding monthly/quarterly school wide parent meetings revolved around the tier 1 strategies and habit of the quarter.</p> <p>Student video announcements including Covey ideas.</p>	<p>25% More participation and engagement in the classroom measured through student interviews and surveys about learning.</p> <p>25% more parent engagement.</p>	<p>Dept. Meetings/faculty meetings for PD/PLC with grade level meetings.</p> <p>Morning announcements.</p> <p>Student Assemblies</p> <p>Student Surveys</p> <p>Monthly parent meetings online & in person monthly.</p>

Commitment 1

		students, parents, and other staff members.	
Increase students' role in their learning.	Create a system where students have an opportunity to set goals and self-monitor their performance. For example, students will be writing quarterly self-reflections, completing Microsoft Forms goal setting, training on Portal in library, etc. Explicit Instruction in using TEAMS. Triage to shrink kids we focus on for Academic Success Program.	20% fewer students will be in the academic success program by June 2022 in comparison to Nov. 2021. 90% of students will complete goal setting forms.	Microsoft Forms and Teams, Librarian Media Specialist, Eschool Portals. ICC Committee, Academic Success System, Leader in Me
Establish a program within the classrooms focusing on first four Covey strategies intertwined within the curriculum.	PD: Reintroduce habit to staff at faculty meeting. Department meeting where teachers develop ways to incorporate habit into curriculum work. To allow teacher clarity, teachers can deconstruct standards, focus on action words/verbs and skills needed and find a way to tie the habit of success to the intention. The Artwork and cultural events around building will be centered around each quarter's habit.	25-50% More participation and engagement in the classroom measured through student interviews and surveys about learning.	Leader in Me. RTI Specialist, conference days
Establish a program within the classrooms focusing on Problem Based learning strategies intertwined within the curriculum.	PD in Problem Based Strategies. Turnkey at Faculty Meetings. Discussion at Department Meetings. develop department wide problems.	Teachers will submit the problems they explored during the quarter. Student presentations on the problems they explored. ‘Solution Fair’	District PD Program, Teacher Center

Commitment 1

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	T29. My teachers help me keep track of my learning and assess my progress	74.8
Staff Survey	C38. As a school we have created structure so that students are able to reflect on their learning and keep track of their own progress	74.3
Family Survey	T26. My child(ren) feels secure in taking risks and asking questions in class.	61.1

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.

- Growth in Lexile levels from 1st quarter to 4th quarter Reading Inventory assessments.
- 20% less of students will be in the academic success program by June 2022 in comparison to Nov. 2021.
- We will have data from goal setting and reflection forms filled out by students. Those reflections will show students have increased understanding of their own learning.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>The school will commit to improve student social emotional competencies, especially in the areas of self-awareness and self-management.</p>
<p>Why are we making this commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into 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>We are making this commitment to build the understanding between the students and staff, in an effort to help students feel more connected to the school. The students' ability to reflect on their progress supports students' social emotional health.</p>

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?
Establish a program within the classrooms focusing on first four Covey strategies intertwined within the curriculum.	<p>PD: Reintroduce habit to staff at faculty meeting. Department meeting where teachers develop ways to incorporate habit into curriculum work by deconstructing standards.</p> <p>PD with Behavior Therapist/interventionists</p> <p>PD on Collaboration</p>	<p>25% More participation and engagement in the classroom measured by teacher and student interviews or surveys.</p> <p>Students will be more proactive by asking more questions.</p> <p>Minutes of department meetings will reflect discussions of incorporating the 7 habits in the curriculum.</p>	<p>Leader in Me, District Conference Days, Leader in Me or other Covey books, Department meetings, Debra DeMarchena/LIU Program</p>

Commitment 2

confidence in their work.	Shown on TEAMS and/or during lunch. Academic as well as SEL lessons.	explored. ‘Soultion Fair’	
Continue development of Restorative Justice practices	Retraining in talking circles followed by holding talking circles in classes, concentrating on the Covey Habit of the quarter. And our student interview questions. The class will be rotated monthly. Continue our work with Debra DeMarchena and other behavioral specialists.	20% less of students will be in the academic success program by June 2022 in comparison to Nov.2021. Less behavior issues/Reduction in ISS from 2019 numbers by 5% 20% of staff will participate in LIU Professional Development with Debra DeMarchena.	Debra Demarchena, High school and freshman center staff, Wayne Loper,
Build Student Emotional Health	Re-start mentoring program, Teacher/students, Student/student. More Schoolwide Spirit Events to build more of a sense of community. Partnering with HS students. Expand Family Service League <u>Positive Action</u> Program to 6 th and 8 th grade.	Attendance logs, Event announcements and fliers, After school club enrollments will go up by 20% from Fall 2021 to May 2022	ICC Committee, Health class, home and careers, too good for violence, student council, Fuel Up to Play 60, honor society, Family Service League

Commitment 2

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	T24. Teachers provide time for students to discuss topics and learn from each other.	64.9
Staff Survey	S67. Our students accept corrective feedback.	71.4
Family Survey	F43. Teachers contact me, not just in times of concern.	61

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.
<ul style="list-style-type: none">• After school club enrollments will go up by 20% from Fall 2020 to May 2021• Less behavior issues/Reduction in ISS from 2019 numbers by 5%• 20% less of students will be in the academic success program by June 2022 in comparison to Nov.2021.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	<p>The school will commit to continuing to deepen our work with supporting parents in their efforts to stay informed and to help their children succeed at school.</p>
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>We are making this commitment because we need to bridge the communication and cultural difference between the school and the home. A common language will help us speak in terms of goal setting for the students. It will help parents support teachers' efforts when we have similar structures in most of the classes. It is the right commitment because it helps us continue the work we started with our parent workshops and helps us refine it to include common language to improve communication. It also helps us continue our work to try to get feedback from our parents about what they want to see from the school.</p>

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?
We will continue to improve communication and engagement with families.	Parent education workshops, Get Amy Marin in for presentation, use Healthy Kidz cooking classes to get more parents in. Get input from parents on what types of classes they would like. Institute competitive family nights. Develop a graduation ceremony because many parents are asking for one.	We will increase parent attendance by 20% from events in 2019-2020 school year at workshops. We will have staff and parents from feeder schools involved. Minutes from planning meetings with parents.	Parent Square, Healthy Friendz, Zoom for hybrid meetings.
Share our Covey program with parents and encourage them to use the language we use at school in the home.	Parent workshops around the seven habits. Have kids teach the parents about the habits. Train teachers to use the habits when discussing students with parents. Have books available for parents as well resources from leader in Me program.	Parents will be able to speak in terms of Covey. Students will be able to explain to parents themselves how they are doing in class in terms of the habits and their performance.	Leader in Me, Parent Advisory Committee, Building Bilingual Liaison

Commitment 3

Share our PBL program with parents and encourage them to use the language we use at school in the home.	<p>Have an evening where the family works on a problem based lesson.</p> <p>Create opportunities for students to share the solutions they have developed to the assigned problems. Present to families, Poster presentations, etc.</p>	<p>Parents will be able to speak in terms of Problem based learning. Students will be able to explain to parents themselves how they are doing in class in terms of the habits and their performance.</p>	District PBL program, Turnkey teachers that have been trained in PBL
Hold a meeting for parents outlining the pathway to graduation.	Hold a meeting for parents outlining how high school, regents, credits, etc. work.	Attendance from meetings, fliers. Have 10% of parents attend.	Teachers, Power Point, PTA
Meet more with PTA to strengthen the program.	Give PTA time at school activities. Use PAC meetings to strengthen ties to parents by tailoring events to parents' needs. Have more social PTA gathering. Set up a parent square with PTA president	Minutes from PTA meetings.	Candice Cheng, Parent Square, PTA, school events.

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	F47. I talk with my family about how I am doing in school.	62.2
Staff Survey	F81. We actively engage families to set high expectations for their children.	54.3
Family Survey	F50. As a parent/family member, I feel connected to the school.	66.1

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.
<ul style="list-style-type: none"> • 25% increase in parent engagement from 2019 and early 2020 as measured by attendance records. • 20% Increase in the number of parent engagement opportunities from 2019. • Parent survey about 7 habits and what students are doing will be given at the beginning and end of year and we strive for a 20% increase in parents that are aware.

Commitment 4

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:

X 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	Early Warning System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: The early warning system will allow us to monitor students who need support and will also support the goal by providing teachers a common format to discuss student performance and access that student's performance in all areas of school life. Commitment 2: The early warning system will allow us to identify students who may be encountering SEL issues and work quickly to provide necessary supports and interventions so students have the emotional well-being to also find academic success.

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	n/a
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	n/a

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	n/a
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	n/a
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	n/a

Our Team's Process

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
Barry Mohammed	Principal
Andrew Austin	Assistant Principal
Michael McGinn	Assistant Principal
Patricia Brockbank	Coordinator of ELA and Social Studies
Luzmilla Cabrera	6 th Grade Bilingual Teacher
Raquel Carpenter	7 th Grade ELA Teacher/RTI Specialist
Karla Correa Bustos	8 th Grade Spanish Teacher
Chris Ann Corwin	7 th Grade Special Education Teacher
Alison DeFalco	ENL Teacher
Dian Fensterer	ELA/ENL/Read 180 Teacher
Ann Marie Madsen	7 th Grade Science Teacher, Union Chief Delegate
Shaun McInnes	6 th /7 th Grade Technology Teacher
Lizette Roman	6 th Grade Bilingual Teacher/ RTI Specialist
Jeanine Rotlolo	7 th Grade Special Education Teacher
William Van der Beek	7th Grade social Studies Teacher, Union Vice President
Mildred Bazille	Teaching assistant
Melanie Baker	Parent
Geri Odum	Parent

Our Team's Process

Derek Hercules	Student
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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
5/18/21			x	x		
5/20/21		x	x	x		
5/19 - 5/24/21	x					
5/25/21	x			x	x	
6/3/21				x	x	
6/8/21				x	x	
6/10/21				x	x	
6/15/21				x	x	
6/16/21				x	x	
6/23/21				x	x	
6/28/21				x	x	x

Our Team's Process

7/1/21				X	X	X
7/12/21				X	X	
7/15/21				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

Student Interview Questions were developed by the team with input from Parents and Students. The team then ran multiple interview sessions with a diverse group of students in diverse settings: Within a class, pulled from the cafeteria, randomly in a remote session, and student run sessions. The notes from the session were then shared out at meeting and categorized. These were then used by the team to create possible commitments. The team then reviewed the brainstormed ideas for commitments and formulated three main commitments. The information from the student interviews was then also referenced in the strategies.

Equity Self-Reflection

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

The team was asked to complete the Equity Self-Reflection as individuals. They then came together to share ideas and come to consensus as a team to complete one final form for the team. The ideas in the Equity self-reflection were then used to create the student interview questions. The ideas in the Equity self reflection also guided the discussion around finalizing commitments and strategies from the list of brainstormed ideas the team had brought to the table.

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.