



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Onteora Central School District	Onteora Middle School	7-8

Collaboratively Developed By:

The Onteora Middle School SCEP Development Team:

Jennifer O'Connor, building principal
Corey Cavallaro, teacher
Hal Denton, parent
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Michael Kocher, teacher
Valerie Stewart, teacher
Lorelei Voelker, parent
Wendy Wolfenson, parent
Lyndsie Woolsey, parent
Stephanie Laffin, BOCES Consultant

And in partnership with the staff, students, and families of Onteora 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 commit to engage in teams to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.</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 district mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment fully supports that vision and allows us to more intentionally reflect upon supporting the mission with our instructional practices and curricula. PLCs provide the vehicle to increase the success of all students, including our identified subgroups. Furthermore, our PLCs will allow us to practice, model and reflect upon student efficacy in our school goal: We learn, we show respect and responsibility, we collaborate, and we are kind.</p> <p>The review of the "How Learning Happens" document, the "Equity - Self-Reflection" and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Specifically, we will address the principle of Ongoing Professional Learning and Support with our PLCs. PLCs will provide us with the time and structure to address issues brought forth on the student survey including discovering the impediments to student learning and working collectively to remove them.</p> <p>Our previous SCEP goals established the structural creation of PLCs and provided discussions on how we will work together in these structures to ensure that all students are exposed to common learning opportunities while incorporating SEL strategies. With the PLC structure, we are taking our</p>

Commitment 1

previous team approach and enhancing opportunities to discuss student learning horizontally and vertically. We believe that if we continue with our PLC practices, we will see students and staff understanding each other better with more positive learning and behavioral outcomes.

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?
Implement PLCs	Common planning time and revision of master schedule	Teacher participation in regular weekly meetings of PLCs. Student, faculty and family survey data at the beginning, middle, and end of year.	Designated times and locations for teachers to collaborate in PLCs during the school day. Summer “curriculum writing” for common PLCs process and identified topics of focus. Purchase of common texts for entire building faculty, possibly including: <i>Kid by Kid, Skill by Skill,</i> by Eaker & Keating

Commitment 1

			<p>2015 and <i>Yes We Can!</i> by Friziellie, Schmidt & Spiller, 2016.</p> <p>Funding for teacher leader teams to work outside of school day to plan process and common focus</p>
<p>Establishing effective PLC practices</p>	<p>Framing PLCs meeting around the questions of:</p> <ol style="list-style-type: none"> 1. What do we expect students to learn? 2. How will we know if they learn it? 3. How do we respond when students experience difficulty in learning? 4. How do we respond when students do learn? (Eaker & Keating, <i>Every School, Every Team, Every Classroom, 2012</i>) 	<p>Targeted review of student work and assessments</p> <p>Analysis of student attendance and disciplinary data</p> <p>Survey teachers on the effect of PLCs on their instructional practice and design of student learning experiences</p>	<p>Summer “curriculum writing” for common PLCs process and identified topics of focus.</p> <p>Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.</p> <p>Funding for additional teacher participation in Solution Tree PD on PLCs.</p> <p>Funding for attending state and national conferences on using PLCs to support student achievement</p>

Commitment 1

			Funding for and time to learn about and better implement data management systems, including Infinite Campus.
Create and regularly implement common benchmarks.	<ol style="list-style-type: none"> 1. Review the common assessment data available in all classes. 2. Analyze the need for assessment revision or create based on the assessments ability to inform our four core PLC questions. 3. Revise or create assessments as needed 	<p>Common assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2022..</p> <p>PLCs use assessment data to inform their core questions.</p>	<p>Summer “curriculum writing” for identification of, revision and creation of common benchmarks</p> <p>Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.</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	strongly agree, agree, not sure, disagree, strongly disagree My teacher understands how I learn. The adults in my school help me to learn in the ways that I need.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Staff Survey	For this school year, the school helps students learn in different ways when they need it.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Family Survey	The middle school staff is meeting the learning needs of my student this year.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%

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.

Commitment 1

At the end of the 2021-22 school year:

- we will strive to have at least 85 % of our students, families and staff identifying “agree” or “strongly agree” to each of our survey questions.
- we will have local student assessment data for all students on common assessments in all content areas

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to increasing equitable access to high expectations and rigorous instruction in an inclusive environment for all students.</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 district mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment also supports that vision and allows us to more intentionally reflect upon supporting the mission with our instructional practices and curricula. Effective implementation of co-taught classes in English, math, science and social studies will provide the structure for increasing access.</p> <p>The review of the "How Learning Happens" document, the "Equity - Self-Reflection" and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Specifically, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disability, experience an academically rigorous and intellectually challenging environment enhanced by inclusive curriculum and assessment. Implementation of the Co-Taught model will provide us with a means to address potential issues highlighted by our identification status as a TSI School.</p> <p>Our previous SCEP goals established the structural creation of the co-taught model and began discussions on how we will work together in this setting. This is the right commitment to pursue as we believe that the current model of Intensive classes places students in a highly restrictive environment with limited access to mainstream curriculum, potentially providing too much support and not enough access to rigorous curriculum. In addition, the Co-Taught model provides all students with greater access to their peers,</p>

building a sense of belonging for all and deepening opportunities for our SEL work.

As we move to a return to the full-time in-person classroom setting in September, all students will return to the classroom needing many supports and the co-taught model allows for the expertise of both teachers to support the learning of all students. Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind. The co-taught model will help us to more fully attain this goal.

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>Implementing a co-teaching model in ELA, math, science and social studies classes</p>	<p>Continued professional development opportunities around the co-teaching model</p>	<p>Analysis of student work and assessments will reflect student success for all students.</p>	<p>Funding for teachers to visit schools who are successfully implementing co-teaching models in middle schools</p>										
<p>Creating school wide cultural shifts necessary to support all learners.</p>	<p>Shifting from and to...</p> <table border="1" data-bbox="625 987 1188 1425"> <thead> <tr> <th data-bbox="625 987 907 1057">From</th> <th data-bbox="907 987 1188 1057">To</th> </tr> </thead> <tbody> <tr> <td data-bbox="625 1057 907 1157">A focus on teaching</td> <td data-bbox="907 1057 1188 1157">A focus on learning</td> </tr> <tr> <td data-bbox="625 1157 907 1258">An emphasis on what was taught</td> <td data-bbox="907 1157 1188 1258">A fixation on what was learned</td> </tr> <tr> <td data-bbox="625 1258 907 1359">Coverage of content</td> <td data-bbox="907 1258 1188 1359">Demonstration of proficiency</td> </tr> <tr> <td data-bbox="625 1359 907 1425">Private practice</td> <td data-bbox="907 1359 1188 1425">Open sharing of</td> </tr> </tbody> </table>	From	To	A focus on teaching	A focus on learning	An emphasis on what was taught	A fixation on what was learned	Coverage of content	Demonstration of proficiency	Private practice	Open sharing of	<p>Student, faculty and family survey data at the beginning, middle, and end of year.</p> <p>Targeted review of student work and assessments</p> <p>Analysis of student attendance and disciplinary data</p>	<p>Identified days for reviewing data and checking in on our success.</p> <p>Funding for additional teacher participation in Solution Tree PD with a focus on collaborations between general education and special education teachers</p>
From	To												
A focus on teaching	A focus on learning												
An emphasis on what was taught	A fixation on what was learned												
Coverage of content	Demonstration of proficiency												
Private practice	Open sharing of												

		practice		<p>Funding for attending state and national conferencing on Co-Teaching and supporting academic success for all students.</p> <p>Funding for PD around maximizing use of instructional technology</p> <p>Funding for increased use of Microsoft Surfaces</p> <p>Funding for expansion of active learning spaces into more classrooms</p>
<p>Summer and after school curriculum and assessment revision</p>	<p>In co-teacher teams:</p> <ol style="list-style-type: none"> 1. Review the curriculum and relevant student learning activities used by both teachers. Create a singular curriculum for the co-taught class. 2. Review the common assessments used in both classes 3. Analyze the need for assessment revision or create based on the assessments ability to inform our four core PLC questions. 	<p>Curriculum for English, math, science and social studies is reviewed and revised by September 2022.</p> <p>Assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2022.</p>	<p>Funding for summer curriculum writing for identification of, revision and creation of common benchmarks</p> <p>Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.</p>	

Individual Responsibility	Collective responsibility
Each teacher assigning priority to different learning standards	Collaborative teams determining the priority of standards

Source: DuFour et al, 2010

Continued professional development around co-teaching

	<p>4. Revise or create assessments as needed</p> <p>This will be an on-going yearly process based on evidence of student learning.</p>	<p>PLCs use assessment data to inform their core questions.</p>	<p>Identification of Superintendent Conference Days, etc. where curriculum and assessment work can occur.</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	strongly agree, agree, not sure, disagree, strongly disagree Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Staff Survey	Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Family Survey	At Onteora Middle School, students learn, students show respect and responsibility, students collaborate and are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%

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.

- 85 % of all students are experiencing growth and success as evidenced by local benchmarks by June of 2022

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

X State-Supported Evidence Based Strategy

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

<p>Evidence-Based Intervention Strategy Identified</p>	<p>PLC - Professional Learning Communities</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>We commit to engage in teams to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.</p> <ul style="list-style-type: none"> • PLCs provide the vehicle to increase the success of all students, including our identified subgroups. Furthermore, our PLCs will allow us to practice, model and reflect upon student efficacy in our school goal: We learn, we show respect and responsibility, we collaborate, and we are kind.

Evidence-Based Intervention

- Specifically, we will address the principle of Ongoing Professional Learning and Support with our PLCs. PLCs will provide us with the time and structure to address issues brought forth on the student survey including discovering the impediments to student learning and working collectively to remove them.
- We believe that if we continue with our PLC practices, we will see students and staff understanding each other better with more positive learning and behavioral outcomes.

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
Jennifer O'Connor	Building Principal
Corey Cavallaro	Teacher
Megan Frandino	Special Education Teacher
Michael Kocher	Teacher
Valerie Stewart	Teacher
Stephanie Laffin	BOCES Consultant
Lorelei Voelker	parent
Lyndsie Woolsey	parent
Hal Denton	parent
Wendy Wolfenson	parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/19/21			X	X		
5/27/21			X	X		
6/10-6/11/21	X					
6/15/21		X				
6/16/21				X	X	
6/21/21				X	X	
6/22/21			X	X	X	
6/23/21			X		X	X
6/25/21			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

Reviewing the documents to create our student interview questions began to shape the nature of our plan. After reviewing the student answers as a team, it was clear that there is a need for the continued emphasis on SEL practices due to evidence of their anxiety and desire to build bonds. Students conveyed that they want to learn and want to be recognized as learners. This strengthened our belief that we need to find the impediments to their learning, to meet them where they are to support them as they stretch to our expectations. We also believe that eliminating isolation and creating community is essential and will be an effect of our co-taught model.

Equity Self-Reflection

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

The review of the Equity Self-Reflection' and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Our plan addresses the principle of Ongoing Professional Learning and Support with our PLCs. PLCs will provide us with the time and structure to address issues brought forth on the student survey including discovering the impediments to student learning and working collectively to remove them. In addition, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disability, experience an academically rigorous and intellectually challenging environment enhanced by inclusive curriculum and assessment. Implementation of the Co-Taught model will provide us with a means to address potential issues highlighted by our subgroup identification status as a TSI School.

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 adjustments to their plans when appropriate.