



School Comprehensive Education Plan 2022-23

| District | School Name | Grades Served |
|----------------|--------------|----------------|
| Brentwood UFSD | South Middle | 6,7,8, UG, UGS |

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](#)

[Requirements for Meaningful Stakeholder Participation SCEP](#)

Guidance for Teams

[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

| | |
|---|--|
| <p>What is one commitment we will promote for 2022-23?</p> | <p>To create an environment where students are comfortable sharing their voice regarding curriculum, school operations, and school climate.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> 1. <i>How does this commitment fit into the school's vision?</i> 2. <i>Why did this emerge as something to commit to?</i> 3. <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> 4. <i>What makes this the right commitment to pursue?</i> 5. <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>Based upon Self Equity Reflection Survey at the end of the 2021-22 school year, we found that we can strengthen our capacity to include student voice regarding social justice issues, curriculum, and school operations, as well as diversity, equity and inclusion. Survey findings coming from our staff showed these issues have opportunity for growth at South Middle School.</p> <p>While South Middle instruction continues to address many components of the "How Learning Happens" messaging framework, our student survey showed that there is still a demand to increase student voice.</p> <p>This commitment reflects student-driven data (e.g., Student Interviews conducted at South Middle). This commitment promotes student voice and, as such, allows social emotional growth of students as well which leads to our second commitment (SEL).</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>Implement Restorative Practices with a focus on Community Circles across all grade levels more consistently</p> | <ul style="list-style-type: none"> • Increase in staff training/professional development in Restorative Justice curriculum to increase teacher/staff capacity to create space for students to voice their issues, concerns, and suggestions regarding school climate. • September – Schoolwide kick-off of Community Circles. • End of each quarter survey/interview with students to evaluate feedback. | <ul style="list-style-type: none"> • Quantitative data collected from student surveys to be conducted mid-year • Quantitative data collected from student surveys to be conducted mid-year • Selected students will meet in a forum as a small group to share their thoughts on the effectiveness of the restorative practices. • Staff count of trained teachers to anticipate training needs for the next year. | <p>\$ 4,000 <i>School Cultural Solutions</i> Professional Development September 16th, 1st day of training. September 19th, 2nd day of training. The library will be used for training the new teachers and any PPS member not trained in Community Circles.</p> <p>\$4,000 <i>School Cultural Solutions</i> Formal Restorative Conferencing, <i>School Cultural Solutions 2</i> days. (Dates TBA)</p> |

Commitment 1

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| | | | <p>\$750 3 hours Restorative Harm Repair and collaborative problem solving with <i>School Cultural Solutions</i>.</p> <p>\$2,500 <i>School Cultural Solutions</i>, Leadership Support, and systems development (ongoing)</p> <p>\$ 7,000 <i>School Cultural Solutions</i>, Staff coaching, implementing class circles, restorative harm repair and formal conferencing</p> <p>\$1,700 <i>School Cultural Solutions</i> – Effortless mediation educator course 6 hours.</p> |
| <p>Increase participation in Student Council</p> | <ul style="list-style-type: none"> • One student representative from each 1st period A Day class will be given time to talk/listen to their class about | <ul style="list-style-type: none"> • Quantitative data collected from student surveys to be conducted mid-year | <ul style="list-style-type: none"> • Student access to TEAMS |

Commitment 1

| | | | |
|---|--|--|---|
| | <p>students' issues, concerns, and recommendations for student issues</p> <ul style="list-style-type: none"> • Create a Student Council TEAM (on Microsoft TEAMS) for student/teacher collaborations • Student representatives will be invited to South Middle School's SIT/SCEP meetings to relay student body ideas • Students will be expected to go to monthly student council meetings to discuss student concerns, ideas, and issues. | <ul style="list-style-type: none"> • Qualitative data collected at SIT/SCEP meetings from student representatives | |
| <p>Increase Participation in Youth and Government Club</p> | <ul style="list-style-type: none"> • Promotion of Youth & Government Club through Student Council • Teacher invites students to participate in the informational meeting. • Positive incentives with participation in YAGC. • Required community service hours fulfilled for students. • Additional student incentives. | <ul style="list-style-type: none"> • Quantitative: Increased number of students attending Albany Trip | <p>\$3600.00 Research, create and present "Bills", 20 hours of planning time per chaperone</p> <p>\$1079.00 6 hours per day chaperone for presenting bills at conference. Transportation, lodging, advisors.</p> <p>\$8,250 For students to attend the Youth and Government YMCA Conference trip to Albany.</p> |

Commitment 1

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| | | | \$4000.00 Transportation to and from Albany. |
| Differentiated Instruction: Instructional Choice | <ol style="list-style-type: none"> 1. Providing students with opportunities to independently select a provided option from two or more possibilities. 2. Student choice increases equity and inclusion by allowing them to take ownership for their learning as well as creating a product that feels authentic to them. 3. Teacher PD on differentiating instruction. | <ol style="list-style-type: none"> 4. Qualitative- teacher feedback and student surveys. 5. Quantitative- percentage of teachers attending professional development and number of teachers utilizing student choice in their curriculum. | \$1000. 20 hours of planning time for Professional Development on Differentiated Instruction presented to the SMS Teachers. |
| | | | |

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 (e.g. % agree or strongly agree) |
|-----------------------|--|---|
| Student Survey | I have a voice in school with my academic, social and emotional learning | <u>65% Agree/Strongly Agree to</u> 85% <u>Agree/Strongly Agree</u> |
| Staff Survey | I have given students an opportunity to have a voice in my classroom regarding academic and social/emotional learning. | <u>65% Agree/Strongly Agree to</u> <u>85% Agree/Strongly Agree</u> |
| Family Survey | My child feels included in the school curriculum and programs. | <u>65% Agree/Strongly Agree to</u> <u>85% Agree/Strongly Agree</u> |

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

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
| South Middle school is committed to every child having the opportunity and the authority to drive and shape their own learning. Survey data at the beginning, mid-point, and end-of-year will reflect progress towards all students having a voice in their academic and social/emotional learning. |

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>Creating an environment that addresses social-emotional needs of students by strengthening peer-to-peer and student-to-teacher relationships.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> 6. <i>How does this commitment fit into the school's vision?</i> 7. <i>Why did this emerge as something to commit to?</i> 8. <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> 9. <i>What makes this the right commitment to pursue?</i> 10. <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>In addressing the first principle of the Culturally Responsive Sustaining Education document (Welcoming and affirming environment), our survey results reveal that our students and staff seek to continue creating a diverse, equitable and inclusive environment at South Middle School.</p> <p>As stated in the "How Learning Happens" document, we affirm that student achievement improves when they feel safe, respected, supported, have a sense of belonging, while engaging in meaningful learning. Our student survey results support these findings as well.</p> <p>Our commitment to addressing the social-emotional needs of students directly correlates to the "How Learning Happens" document that identifies: <i>learning is contextual and happens all the time and everywhere; that learning is multi-dimensional, and relies on building strong, trusting relationships.</i></p> <p>The commitment to addressing social-emotional needs of students also fits in with Commitment 1: to create an environment where students are comfortable sharing their voice regarding curriculum, school operations, and school climate.</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>Outdoor Classroom</p> | <ul style="list-style-type: none"> • Student survey/interviews to determine student opinion on outdoor classroom ideas. This will allow for student voice and contribution to design, aspects, and features of outdoor classrooms • Visits to other local outdoor classrooms on Long Island for inspiration and additional planning framework • Designing and building an outdoor learning structure conducive to improving student learning and engagement • As part of the design structure, we will seek to incorporate aspects of the Green Ribbon Initiative (e.g., using environmentally sustainable materials). This initiative will also incorporate learning opportunities for students to engage in | <ul style="list-style-type: none"> • Results of initial student survey compared to final drafts of outdoor classroom as well as their actual experience during outdoor classroom activities • Teacher usage logs (e.g., sign-up sheets and accompanying lesson plans/assessments) • Student feedback via surveys, interviews, and assessments | <p>\$8,389.46</p> <p><i>School Outfitter</i></p> <p>5 solid writable surface picnic tables.</p> <p>Collaboration with Buildings & Grounds (electricity, water, ADA compliance, solar power. Etc.)</p> <p>Outdoor space on South Middle School property</p> <p>\$13,133.50</p> <p><i>SevenTwenty</i></p> <p>This company will make signs for our indoor and outdoor spaces. This will bring in school spirit, and</p> |

Commitment 2

| | environmentally sustainable practices. | | brand messaging our “Academic Success”. |
|------------------------------|---|--|--|
| <p>Student Lounge</p> | <ul style="list-style-type: none"> • Student Lounge area in cafeteria will help promote in-person student interaction (which many have been lost out on due to pandemic isolation) • Furniture, games and other social-promotional activities • Student survey/interview providing student input • Preliminary Data from South Middle School’s Student Management Office showing 21-22 student behavioral referrals | <ul style="list-style-type: none"> • Quarterly student survey/interviews throughout the year providing student feedback and suggestions • Data from South Middle School’s Student Management Office showing a decrease in student behavioral referrals | <p>Designated space in South Middle School’s Large Cafeteria</p> <p>\$7454.16</p> <p><i>School Outfitters</i> Student Lounge furniture</p> <p>The students from the forum will have student voice in the design of the lounge.</p> <p>3079.84</p> <p><i>PC Richards</i> Electronic supplies-4 65 inch Samsung TV’s with wall mounts</p> <p>\$1000</p> <p><i>Best Buy</i> 2 Sony PlayStations</p> |

Commitment 2

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| <p>SEL Engagement App(s)</p> | <ul style="list-style-type: none"> • The app will provide a positive approach to behavior that inspires educators and motivates learners to build upon SEL skills. • Increased levels of Social Support and Self-Efficacy | <p>Quantitative- data collection by the app to monitor student engagement.</p> | <p>Goosechase - \$1500 for school-wide subscription. ClassCraft - \$1750 for pilot program from October to December for 200-300 students.</p> <p>The IT Department will need to be a part of the conversation.</p> |
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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 | <u>I have strong peer connections in school.</u> My teachers care about me. | <u>65% to 80% of students agree/strongly agree.</u> |
| Staff Survey | Our school promotes a socially responsive environment for students. | <u>65% to 80% of staff agree/strongly agree.</u> |
| Family Survey | My child enjoys going to school. | <u>65% to 80% of families agree/strongly agree</u> |

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.

- Quantitative data from Student Management system regarding disciplinary referrals
- Qualitative data from student surveys/interviews
- Qualitative data from staff surveys/interviews

COMMITMENT 3

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

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>To increase the capacity of South Middle School to implement, scale-up, and sustain evidence-based practices to improve outcomes for students with disabilities using the MTSS framework.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> 11. <i>How does this commitment fit into the school's vision?</i> 12. <i>Why did this emerge as something to commit to?</i> 13. <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> 14. <i>What makes this the right commitment to pursue?</i> 15. <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>In alignment with MTSS framework, South Middle school believes that that all students can learn and all school professionals are responsive to the academic and behavioral needs of all students. Many classrooms usually consist of a combination of students without a disability, students with an Individualized Education Plan, and students with a 504 Plan.</p> <p>In reviewing reading and math scores from I-Ready as well as results from NYS ELA and Math Assessments, many of South Middle students are performing below grade level. Many unclassified students are still in need of academic instructional support.</p> <p>The "<i>How Learning Happens</i>" document reveals the importance of a whole child approach to education within schools. Many students with disabilities struggle not only academically, but on many social levels as well. In addressing the SEL needs of these students through Commitments 1 and 2, Commitment 3 will provide opportunities to address academic needs.</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>(2) MTSS Teacher Coordinators</p> | <p>To assist in MTSS/AIS framework that promotes an integrated system connecting general education with special education along with all components of teaching and learning into a high-quality, standards-based instruction and intervention system</p> | <ul style="list-style-type: none"> • Increased ELA and Math scores from I-Ready (Qualitative) by 20% • General Ed and Special Ed Teacher feedback on student progress | <p>2 MTSS staff (one ELA, one Math), Administrative support (other funding source for staff salary) Classroom. \$6554.65 Quill (Supplies) Classroom supplies that are but not limited to: Dry erase markers – black and multi color Ear buds for students Post its Easel Pads Sharpies Black and multi color Desk compartments Colored paper</p> |

Commitment 3

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| | | | <p>Award papers File Folders- assorted colors Pencils Desk accessories Paper dividers Highlighters Sheet protectors Color Coded Binders</p> |
| <p>Professional Development in Differentiated Instruction (specific to IDEA)</p> | <p>Professional development for staff to help promote and sustain development of schoolwide inclusive systems, based on a student’s individual needs, experiences, interests, and aspirations. In particular for General Education Teachers in order to provide differentiated instruction to students at all levels, which includes students in Special Education, conducted in-house by South Middle Special Education teachers and MTSS coordinators</p> | <ul style="list-style-type: none"> • Teacher attendance at (specified) PD • Increased ELA and Math scores from I-Ready (Qualitative) by 20% • General Ed and Special Ed Teacher feedback on student progress • Decreased behavioral referrals within classrooms by 20% | <p>\$ 26,500 <i>PLC & Associates</i> – 6 days Andrew Rudd 4 days Emory Rothel</p> <p>Professional Development for staff.</p> |
| | | | |

Commitment 3

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 (e.g. % agree or strongly agree) |
|-----------------------|--|--|
| Student Survey | Do you think the adults in the building understand you/where you are coming from and why? | 85% of students will agree |
| Staff Survey | Do you facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, and apply instruction to a student’s schema and real-world situations | 85% of staff will agree |
| Family Survey | Do you think the adults in the building understand your child/where your child is coming from and why? | 85% of families will 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 2022-23 school year.

Progress feedback revealed through:

- MTSS coordinators will monitor and examine qualitative data from I-Ready scores in ELA and Math at the beginning and end of year to reveal increase in scores
- Staff comments in student progress report as well as Teacher Journal in eSchool (student management system) documenting various differentiated strategies, including student voice & choice
- EOY student surveys regarding thoughts, comments & suggestions on differentiated instruction provided by teachers

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:

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 | INSTRUCTIONAL COACHING |
|---|--|
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Professional development in Restorative Justice practices as well as in differentiated instruction for staff will help to promote and sustain development of schoolwide inclusive systems, based on a student's individual needs, experiences, interests, and aspirations. |

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:

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| 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.

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|---|--|
| 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 Barry Mohammed | Principal (Now at East Middle) Current South Middle School Principal |
| Kathleen Barber | Assistant Principal |
| Laurie Zapolski | Teacher/Data Team |
| Melissa Desimone | Teacher/Community Circles Liaison |
| Steve Brennan | Teacher/Union Member |
| Jen Miller | Teacher/Admin Intern |
| Tracy Sonntag | MTSS Teacher |
| Greg Walter | Special Education-ENL Teacher |
| Michael Gagliardi | Special Education Teacher |
| Kevin Kozub | Teacher/School Cultural Solutions Liaison |
| Geri Odom Margarita Lopez | Parent |

Our Team's Process

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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 |
|------------------------------|-----------------------|--|---|---|------------------|--|
| May 16, 2022 | | | x | x | | |
| June 6, 2022 – June 15, 2022 | x | | | | | |
| June 9, 2022 | | x | | | | |
| June 16, 2022 | | | | | x | |
| June 17, 2022 | | | | | x | |
| June 21, 2022 | | | | | x | |
| June 22, 2022 | | | | | x | |
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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 (School Comprehensive Education Plan) members interviewed students on their perceptions of school climate, practices, and instructional experience. The prevailing theme revealed from these student interviews is a desire for more student voice in instructional practices and academia. Students would like more of a connection with teachers on a personal level. While we were in discussion about how to achieve these goals it was noticeably clear that the students felt the most connections when they were allowed to speak openly. This was voiced several times throughout the interview process that the students had openly discussed with their teachers, during the student circles. All the students who discussed community circles wanted to continue them and wanted more of them. Teachers discussed the use of the community circles and agreed that they would like to continue to use them both for SEL (Social Emotional Learning) and academic purposes. We will continue to work on the developments of the circles as they pertain both to SEL and academia.

Student Voice should be driving not only community circles, but also through the process of Student Government. As we worked on this last year, we still have more work to do in this specific area. A more detailed plan is in the works for specific dates and times for all Student Government students. This plan will be shared with all teachers on Teacher Conference Day, but then more details for the teachers of Social Studies. Students will meet regularly and discuss opinions, concerns, and ideas they and their classmates have. We will use the parliamentary system, which is in place, through the South Middle School Student Government. This will be a way for students to connect to positive change in their school, community, and environment.

Equity Self-Reflection

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

Results from South Middle School staff from the Equity Self-Reflection Survey reveal that many staff believe that we are strongly cultivate a school and classroom environment of affirmation and acceptance. This was the largest percentage of teachers who strongly agreed that they do this well. They also answered, overwhelmingly agreed that they respond to instances of disrespectful speech about student identities by intervening.

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. Again, the teachers answered this question with the same and continued responses of collective responsibility to learn about student cultures and communities. That they establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator.

The results that needed most attention according to the South Middle School, Self-Reflection Survey revealed that many staff believe that they need to Include students as co-designers of curriculum, provide opportunities for students to develop projects on social justice issues, and Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege. These were the three areas of improvement that need the most attention. We will be working on this with our differentiated instruction scope of work. We would like the South Middle School Teachers to plan and prepare professional development for staff on how to differentiate lessons within the classroom. The idea is that they will work together on lessons and then begin to include the students on how they can improve the curriculum through the academic portion of community circles. This work lends itself to opening dialogue, and meaningful discussion.

Next Steps

Next Steps

- **Sharing the Plan:**
 - **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.
 - **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.
 - **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
- **Implementing the Plan** (for all schools):
 - Ensure that the plan is implemented no later than the first day of school
 - Monitor implementation closely and make adjustments as needed
 - Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - 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.