

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Port Chester-Rye Union Free School District	Port Chester Middle School	6-8

Collaboratively Developed By:

The Port Chester Middle School SCEP Development Team

Name	Role	School
Patrick Swift	Principal	Port Chester Middle School
Diantha Barone	Assistant Principal	Port Chester Middle School
Joseph Capalbo	Assistant Principal	Port Chester Middle School

Christine Rascona	Assistant Principal	Port Chester Middle School
Sara Morabito	Grade 6 Reading Teacher	Port Chester Middle School
Juanita Mitchell	Grade 6 Mathematics Teacher	Port Chester Middle School
Erika Clerc	Grade 6 Science Teacher	Port Chester Middle School
Rebecca Mynio	Grade 7 ELA Teacher	Port Chester Middle School
Brenda Burke	Grade 7 ELA Teacher	Port Chester Middle School
Laurie Halstead	Grade 7 ELA/SPED Teacher	Port Chester Middle School
Aaron Warren	Grade 7 Mathematics Teacher	Port Chester Middle School
Lauren Ryder	Grade 8 Mathematics Teacher	Port Chester Middle School
Phil Mutino	Teacher's Assistant	Port Chester Middle School
Sandra Villanova	Teacher's Assistant	Port Chester Middle School
Katie Smook	School Counselor	Port Chester Middle School
Amy Aristy	District Social Worker	Port Chester Middle School
Laura Luzzi	Parent	Port Chester

And in partnership with the staff, students, and families of Port Chester Middle School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	**Develop a comprehensive vision for high-quality instruction and assessment that includes differentiation and personalized learning at Port Chester Middle School**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	Through varying data collections in the 2021-2022 school year, there was an identification of the following: ● While 58.54% of faculty surveyed agree, 40% of faculty surveyed disagree that at this school, they have many informal opportunities to influence what happens within the school. ●While 65.43% of faculty surveyed agree, 35% of faculty surveyed disagree that the programs and resources at this school are adequate to support students' learning. ● While 78.98% of parents surveyed agree, 23% of MS parents surveyed disagree that this school has high expectations for students. In our school of nine academies, which embrace our vision of "Success for Every Student," Port Chester Middle School has sought to review curriculum and grading policies to continue to focus on access and alignment and differentiating and personalizing instruction. In each grade level, there are three academies that collaborate interdisciplinarily. While our dedicated teachers are hardworking, we discovered a disconnect between teachers/departments when it comes to grading philosophies within the grading policy. Having now been back to an in-person school year, it has become apparent that some practices have differed due to the pandemic distance/hybrid learning models. We will review the varying forms of data for all staff and students and each grade level after each quarter to inform instruction. This commitment allows teachers to monitor curriculum and student progress.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review department curriculum materials across grade levels at the middle school	Using the following guiding questions, review all curricula by departments and programs with collaborative stakeholders- Guiding Questions: ● What curricular materials are being used within the school? ● Do the curricular materials being used meet the vision/mission of the school? ● Do the curricular materials meet the needs of all students? How? ● Are curricular materials up-to-date and innovative? ● Do curricular materials represent an appropriate level of rigor for all students? ● Do curricular materials represent all students?	Review of qualitative and quantitative assessment data collected quarterly and annually Report of curriculum material review shared at the department, academy, and schoolwide levels Identify areas for curriculum revision	Time to conduct reviews Sub coverage for teachers involved in the process Funds for after-school and summer curriculum review/revision Outside expertise, as needed
Crosswalk curriculum materials for alignment horizontally and vertically	Using the following guiding questions, conduct a curriculum crosswalk: ● Are all classes within a subject area using the same curricular materials?	Review of qualitative and quantitative assessment data collected quarterly and annually	Time to conduct reviews

	● Do curricular materials build upon one another through grade levels to develop deeper and cohesive learning experiences? Conduct norming sessions for school leaders around the Danielson Framework to ensure consistency across leaders and to align expectations for high-quality instruction. Guiding Questions: ● Do all reviewers agree as to what constitutes high-quality instruction? ● Do all reviewers value the same teaching techniques? On what is the value system based? ● Where do reviewers hold biases?	Report of curriculum material review shared at the department, academy, and schoolwide levels Identify areas for curriculum revision	Sub coverage for teachers involved in the process Funds for after-school and summer curriculum review/revision Outside expertise, as needed
Integration of Reading Skills in four of the academic content areas	English Language Arts Department has built a repertoire of reading strategies over the last seven years. The social studies department began work with the literacy consultant, aligning with ELA literacy strategies. Other content areas will begin work this upcoming school year. ● ELA and Social Studies literacy work will continue via professional development and infusing strategies and skills into the curriculum/daily lessons ● The Home Language Arts Department and Science Department will begin professional learning opportunities with a literacy consultant to infuse the explicit teaching of literacy strategies in their content area.	● Teacher Surveys ● Consultant debriefs ● Materials created shared in a google folder	Sub coverage for teachers involved in the process Funds for after school and summer curriculum review/revision Outside expertise, as needed

Curriculum Adaptations and Alignment	The world language department is developing a curriculum to meet the new expectations of the state standards and align 7-12.	● Avant	Sub coverage for teachers involved in the process Funds for after-school and summer curriculum review/revision

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 understand how grades are assigned. I feel prepared to do well on class assignments. My teachers develop a rigorous learning environment.	80% agree
Staff Survey	I can converse with other teachers at my grade level in a timely fashion about current and upcoming curricula to collaborate and plan. I understand my grading policy will be similar to my colleagues and how that benefits students.	100% agree
Family Survey	I am happy with my child's education. I understand the teachers' grading policies.	80% agree

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

Qualitative
● School leaders will help all members of the school community understand the post-graduation expectations for success in college, careers, and citizenship - including how these expectations are changing in an increasingly global and interconnected society. ● Establish entry and exit criteria for what students need to know, understand, and be able to do. ● School leaders will ensure that all staff members are up to date on standards that define what students need to know and be able to do to meet grade-level standards and graduation requirements.

● School leaders will guide staff members in determining and aligning courses of study, curriculum, and instructional strategies that will best meet expectations for success and the needs of all students while articulating a vision of quality instruction aligned with research-based characteristics of effective pedagogy.
● School leaders will ensure that teachers have timely access to formative assessments and data systems that enable them to monitor individual learning and make adjustments.
● The MTSS Framework will be used to guide the progressive use of appropriate interventions to ensure student growth and achievement (relates to Priorities of DCIP).

Quantitative
● Establish curriculum review process, structure, and related digital storage and representation of curriculum. ● Establish teams for curriculum review work (grade level, content, etc.) ● Completed Curriculum Review Documents ● Completed Curriculum Crosswalk and Alignment Documents
● Apply norming protocols. 100% of administrators have engaged in norming sessions. Identified and aligned expectations for high-quality instruction.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	**Continue to develop a culture of inclusivity to provide all students with fair, just, and personalized learning and growth opportunities**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *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?*	We commit to continue to develop a positive social-emotional school culture that is inclusive of all, safe, and nurturing. With the return of students to a full, uninterrupted school year, since the pandemic began, we have continued to observe a variety of social-emotional concerns for both students and staff, alike. In order to promote a culture of inclusivity and fair, just, and personalized learning, social-emotional needs must be proactively addressed. Students' social-emotional health is directly connected to their ability to learn and their success both socially and academically. Some students need to relearn how to attend school and interact with others in person. Restorative practices are being explored to reframe punitive reactive discipline to collaborative problem-solving to meet our students' needs. We are committed to continuing to emphasize a social-emotional focus on PCMS and the School District. Through varying data collections in the 2020-2021 school year and 2021-2022 school year, there was an identification of: ● 29% of MS parents surveyed in 2022 versus 24% of MS parents surveyed in 2021 disagree that the school helps them figure out what social and emotional skills their child needs to develop (e.g., self-control, problem-solving, or getting along with others).* ● 22% of students disagreed that students feel like they belong. ● 61% of MS students surveyed in 2022 versus 28% of MS students surveyed in 2021 surveyed disagree that at this school, students talk about the importance of understanding their own feelings and the feelings of others.* (*This data is based on in-school learning in 2022 and hybrid learning in 2021)

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
SEL in the classroom	Internal SEL Coordinators have been appointed to spearhead opportunities for mindfulness etc. to be facilitated in the classrooms. In addition, said coordinators, will develop/locate professional learning opportunities for staff.	Student surveys of well-being will be used to gauge progress	Schedule/time, money On-going external training for coordinators
Develop authentic connections with students via support staff and teachers	Hold in-school and after-school events where students, staff, and administrators can invest in our community outside of the classroom ● Start of School Year will Launch into SEL activities for the first week of school 6-8 ● Grade Level Introductory meetings	Student surveys of well-being will be used to gauge progress as well as continue student focus groups throughout the school year.	FSW (Family Services of Westchester) staff Social Worker Additional School Psychologist to be hired
R.A.M.S (Responsive Advisory Committee)	Continue to convene a monthly (more as needed) committee of administrators and teachers to discuss topics related to community building, school climate, and unity.	After each proposed activity change, feedback will be requested through varying means (survey, focus groups, reflective class discussions)	Administrators, Teachers, and Students

	● Meetings will create proactive opportunities for stakeholders to bring students together as a "Ramily." ● Students will be invited to join when appropriate to offer student voice.		
Restorative Practices	Review of our current practices to create explicit alignment in discipline procedures as well as research/begin to practice alternative methods to traditional discipline. ● Begin to train a core group of administrators, teachers, and school counselors on restorative practices ● Begin to implement such practices ● Begin to educate students and parents on Restorative Practices	● Metacognitive reflections from student offenders in both restorative practices and traditional disciplinary actions. ● Student and Parent Surveys	Funding to train select staff and eventual whole-school in Restorative Practices R.A.M.S participants
Professional Development on SEL, Equity, and Restorative Practices PLCs	Teachers will be offered opportunities for ongoing professional learning through the PLC model with building leadership facilitating the work around creating an inclusive environment. ● Teacher Academy Teams will select an overarching topic listed as well as a micro focus to discuss weekly during team planning	Review and report out of qualitative and quantitative data collected regarding social-emotional learning and student voice	Time to conduct reviews Sub coverage for teachers involved in the process Funds for summer curriculum work Outside expertise, as needed

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	My teacher cares about me. I know who my counselor is and that he/she is there to assist me. My administration is accessible to me. Teachers and administration understand my culture.	90% 100% 100% 90%
Staff Survey	My administration is accessible to me. Rules and policies are applied fairly.	90% 90%
Family Survey	The school is welcoming to all families. The school's programs reflect, respect, and value the diversity of the families in the community.	90% 90%

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.
Students will begin to develop the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. They will be better able to cope with everyday challenges and benefit academically, and socially. Efforts in 2021-2022 were to provide teachers with a foundation of support to now transition into student-direct focus and support.

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

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

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

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Teachers will be working towards creating an inclusive environment, making connections to the students and content, while being held accountable for implementation. The English Language Arts Department has built a repertoire of reading strategies through our work over the last seven years and HLA is aligning the curricular expectations/skills. ● The social studies department began work with the literacy consultant, aligning with ELA literacy strategies. Other content areas will begin work this upcoming school year.

	• ELA and Social Studies literacy work will continue via professional development and infusing strategies and skills into the curriculum/daily lessons with the consultant coaching in the classroom. • The Home Language Arts Department and Science Department will begin professional learning opportunities with a literacy consultant to infuse the explicit teaching of literacy strategies in their content area as well as in the class coaching.
Evidence-Based Intervention Strategy Identified	Restorative Practices
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The goal is to reduce disciplinary actions for the 2022-2023 school year; this would require students to be reflective on what they did and who is affected. As part of this process, students will write reflective synopsis of their experiences and be surveyed. This is in direct connection to commitment 2.
Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	PLCS will take place weekly during academy planning time for interdisciplinary teams that educate the same shared students. Each of the below points will assist with priority 2, as curriculum, data, and personalized learning will be assessed through the PLC model. • Collect and analyze data • Develop and try out instructional solutions • Assess the impact of these solutions

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	School
Patrick Swift	Principal	Port Chester Middle School
Diantha Barone	Assistant Principal	Port Chester Middle School
Joseph Capalbo	Assistant Principal	Port Chester Middle School
Christine Rascona	Assistant Principal	Port Chester Middle School
Sara Morabito	Grade 6 Reading Teacher	Port Chester Middle School
Juanita Mitchell	Grade 6 Mathematics Teacher	Port Chester Middle School
Erika Clerc	Grade 6 Science Teacher	Port Chester Middle School
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Sandra Villanova	Teacher's Assistant	Port Chester Middle School
Katie Smook	School Counselor	Port Chester Middle School
Amy Aristy	District Social Worker	Port Chester Middle School
Laura Luzzi	Parent	Port Chester

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
1/6/22				X		
1/12/22				X		
1/21/22				X		
1/28/22				X		
2/11/22				X		
2/18/22				X		
3/11/22				X		
3/18/22				X		
3/25/22				X		
4/1/22				X		

4/8/22				X		
4/22/22				X		
4/29/22		X		X		
5/2/22		X		X		
5/6/22		X		X		
5/13/22				X		
5/16/22		X				
5/19/22	X					
6/2/22				X		
6/12/22				X		
6/17/22			X	X		
6/20/22			X	X	X	
6/21/22			X	X	X	
6/22/22			X	X	X	
6/27/22				X		

SCEP Document Finalized June 27, 2022 by Port Chester Middle School Team and District Administration. To be submitted to the Superintendent and Board of Education for approval–Summer 2022.

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.

In reviewing the interview data, specific themes emerged, requiring building attention. These themes centered on academics and student belonging. We, therefore, revised two commitments from last year to focus solely on these improvement aspects during the 2022-2023 school year. These commitments were also identified in our survey data and informed our entire plan.

Equity Self-Reflection

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

During the equity reflection, it became clear that certain beneficial practices were happening in some disciplines and classrooms; however, as a whole, these practices were only evident in some grade levels, subject areas, and with some populations of students. All were not expressing a similar experience. There was a range of varying experiences. This information has helped us reflect on a whole-school approach to the initiatives and commitments going forward.

Next Steps

Next Steps

1. **Sharing the Plan:**
    a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
    b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
    c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
    a. Ensure that the plan is implemented no later than the first day of school
    b. Monitor implementation closely and make adjustments as needed
    c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
    d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.