

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	South Middle School	6-8

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 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](#)

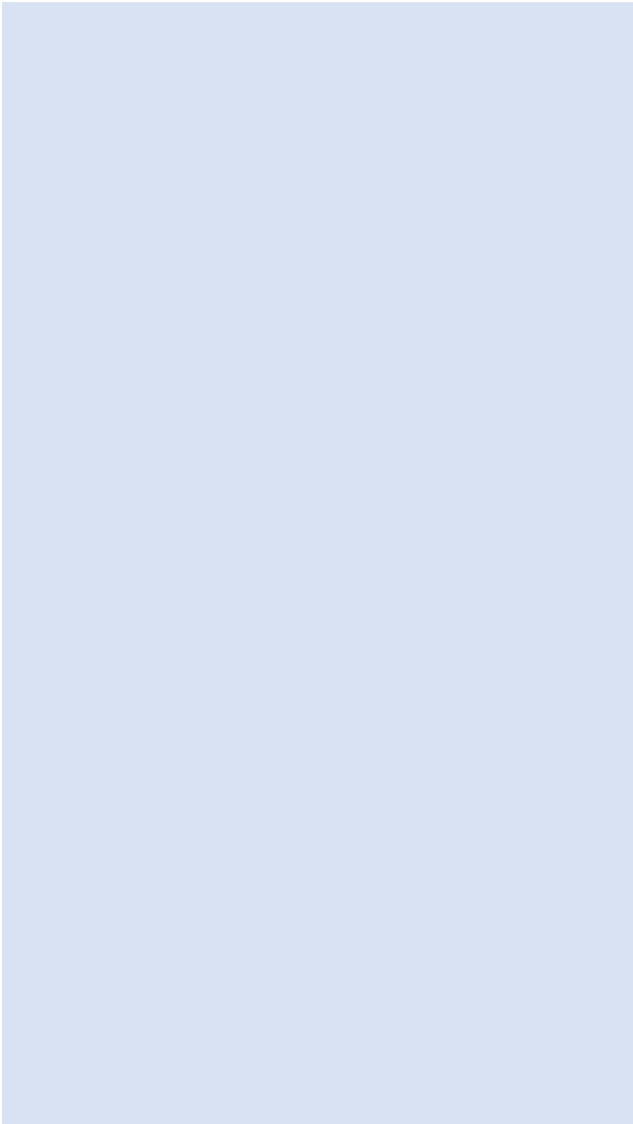
[Sample SCEP: Deepening Connections](#)

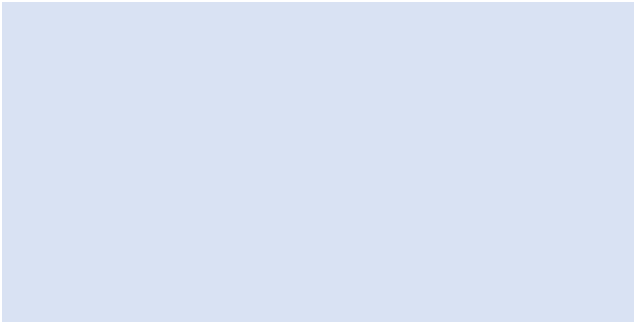
[Sample SCEP: Graduation and Success Beyond HS](#)

[Sample SCEP: Graduation through Relationships](#)

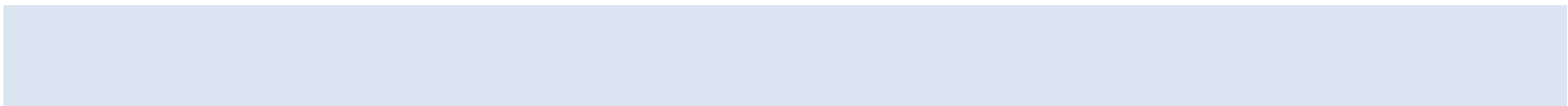
COMMITMENT 1

Our Commitment: Meaningful Learning





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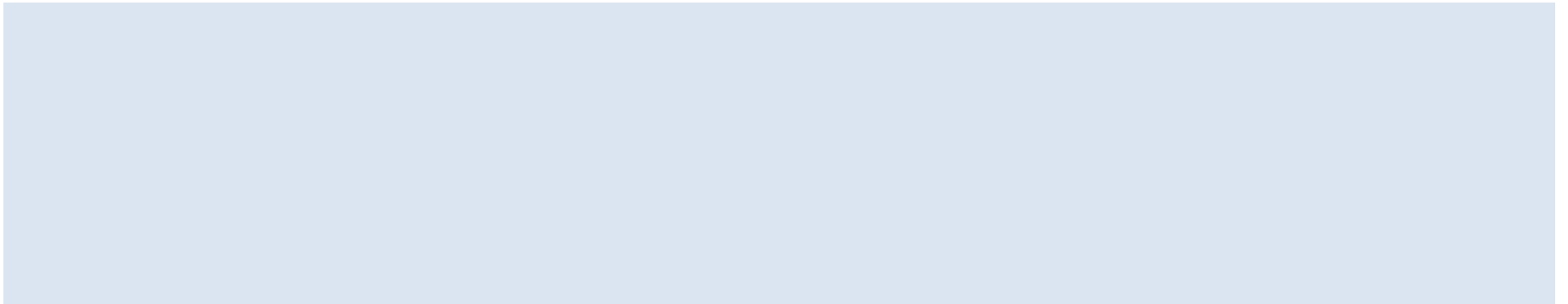


(Sept/October)

Students and teachers will develop a plan to provide opportunities for student voice
Such as mini student led TED talks or science fairs, student government, and culture project

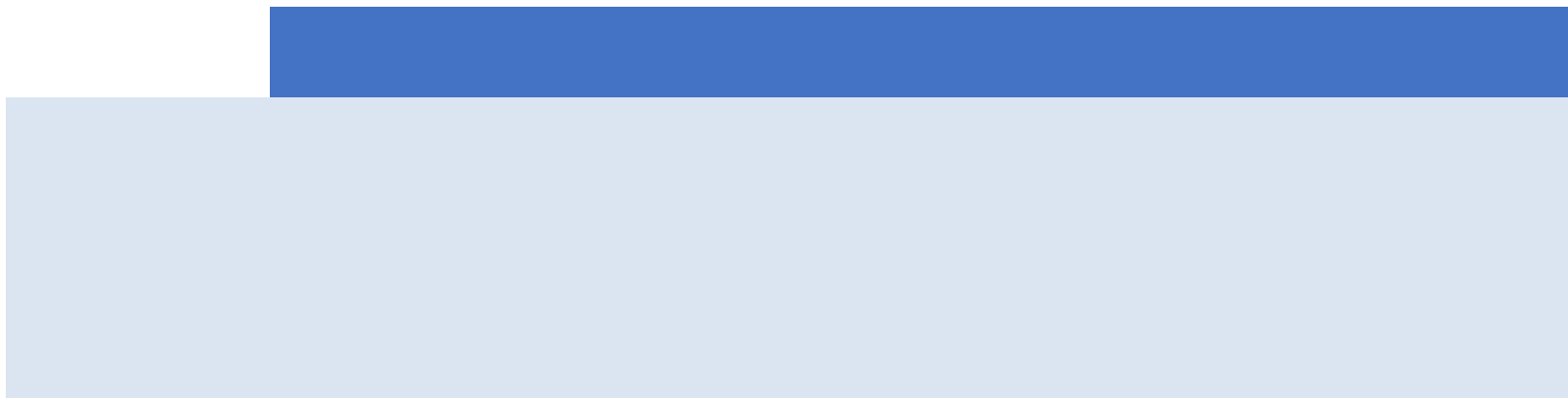
Utilizing v

protocols to ex



End-of-the-Year Desired Outcomes

School teams are invite



COMMITMENT 2

Our Co



occurs when children feel safe to do so. Risk occurs when children feel that their efforts and they are respected and valued.

This is the right commitment for us to pursue because as a school community we need to provide a framework so a cohesive approach to creating a welcoming and affirming environment can be created across the disciplines, grade levels, and the entire school.

This fits into the other commitments because if students do not feel like they belong in the school community then they are less likely to build a relationship with someone within the school. If they cannot build a relationship then they are less likely to engage in meaningful learning.

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>Expand opportunities for students and teachers to recognize and manage their own social and emotional health.</p>	<p>Continue to develop the Social Emotional Learning capacity of students and teachers by utilizing ReThink Ed & Brain Power more consistently. Professional development and support will be provided throughout the year.</p>	<p>Beginning of Year Surveys/feedback baseline survey for students (panorama data) Baseline for teachers</p> <p>Middle or Year Surveys/Feedback Increase of 10% for students and teachers</p> <p>End or Year Surveys/Feedback Increase of 10% for students and teachers</p> <p>Referral Data Decrease in the amount of referrals by 10% each month based on the 2019-2020 data</p> <p>Student access & login to ReThink Ed to monitor Social and Emotional Learning Score increase for the ReThink lessons and assessments on Self-Management, Self-Awareness, Social Awareness, Relationship Skills and Responsible Decision Making</p> <p>BrainPower Students mentors & ambassadors</p>	<p>Money, Professional Development, Schedule, Personnel</p>

Ambassadors/Mentors will meet once a month with classes to support teachers and students with the utilization of BrainPower

<p>Provide students opportunities to contribute to the appearance of the building</p>	<p>Students will produce some of the posters, murals to be displayed around the building. Beginning of Year Student/Teachers develop plan for posters/murals, Middle or Year Students produce murals and/or posters</p> <p>Develop a plan to have students help with the appearance of the building</p>	<p>Murals and posters will be displayed plan developed by October 3 murals by June 2022 2 student created posters a month representing events/community of the students</p> <p>Monitor and track the number of student helpers</p>	<p>money for art supplies, Compensation for teachers beyond the contractual day.</p>
<p>Targeted efforts to increase student participation in school-wide activities/events</p>	<p>Developing plans for increasing activities to show belonging (morning announcements, activities)</p> <p>Developing plans for increasing in school & extracurricular activities based on student interests with explicit attention to diverse student sub groups. Examples: Empire Program , My Brother's Keeper, Multicultural Celebrations, LGBTQ/P</p>		

Month, Hispanic Heritage
Month, Student clubs

150 visitors a month to the website using the
counter on the website to monitor the data

Student led extracurricular
activities with an advisor so
the students have a true
x

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statement

The form consists of four horizontal bars. The top bar is dark blue. The second bar is light blue. The third and fourth bars are also light blue. The bars are stacked vertically with small gaps between them.

By June 2022, 49% (an increase of 5%) of students will identify that they are emotionally safe in school and 41% (an increase of 5%) will identify that they are physically safe in school, as measured by a student survey administered by June 8, 2022.

COMMITMENT 3

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

Our Commitment: Identity

What is one commitment we will promote for 2021-22?

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 will commit to ensuring every child can see themselves reflected in teachers' lesson plans, curriculum and learning materials. Critical to this is the introduction of multicultural content in the classroom to help students validate and/or construct their identities and feel like valued members of the school community.

This commitment fits into the district's vision because by allowing students to be reflected within the lesson plans, curriculum and learning materials it will provide students the opportunity to achieve inclusive excellence.

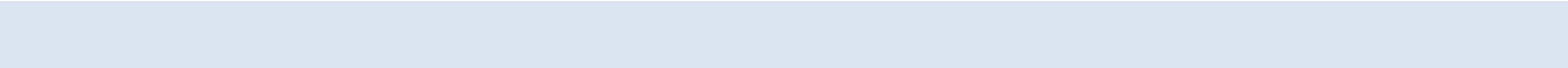
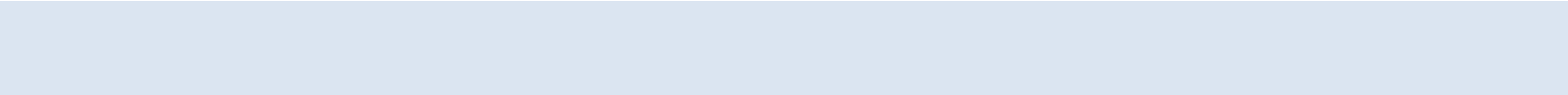
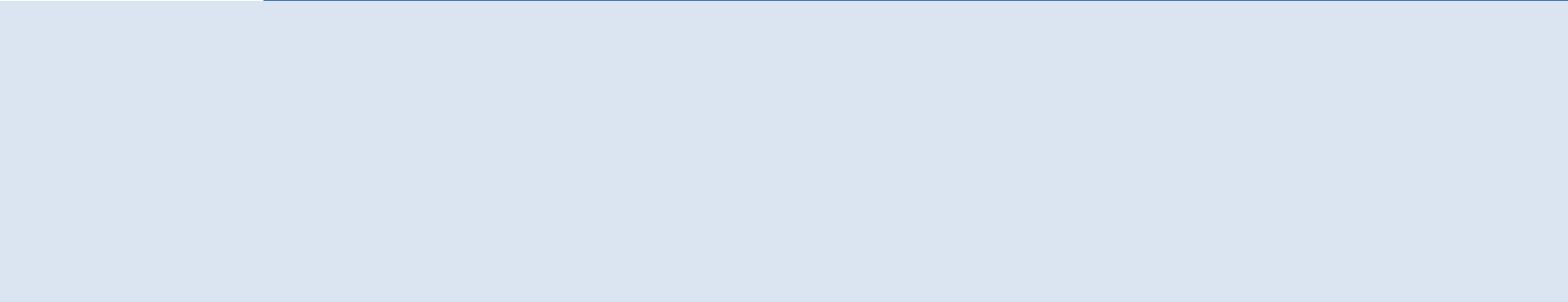
Based on the Equity Self-reflection identity emerged as a commitment because the following is seen as an importance on the equity survey provided to the staff of South Middle School: Incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. A next step concluded from the survey is to hSc&v

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>Cross curricular identity project</p>	<p>Learning inventory will be used to understand students' preference on how they learn best.</p> <p>Culture project: The goal of this individualized activity is to learn all about a student as a whole. This presentation created by the student will be shared with staff.</p>	<p>Data collected from assignments completed by students during the first two-three weeks of school.</p>	<p>Examples of learning inventories that can be used. Provided during the first half of the first quarter. With the completion of the inventory by the end of the first five weeks.</p> <p>Examples of culture projects provided during the first half of the first quarter. With completion by the end of the first five weeks.</p>
<p>Modifying instruction to reflect the characteristics of our students</p>	<p>Continued Professional Development on Culturally Responsive Teaching and Bias awareness. Create lessons that reflect this focus.</p>	<p>Identify lessons that reflect this focus as evidenced by TW om bf our s w €</p>	

End-of-the-Year Desired Outcomes

School teams are i



By June 2022, At least 50% of South Middle School classroom teachers will be using curriculum resources that ensures every child can see themselves reflected in teachers' lesson plans, curriculum and learning materials as measured by classroom walkthrough data and other observable measures by June 8, 2022.

COMMITMENT 4

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

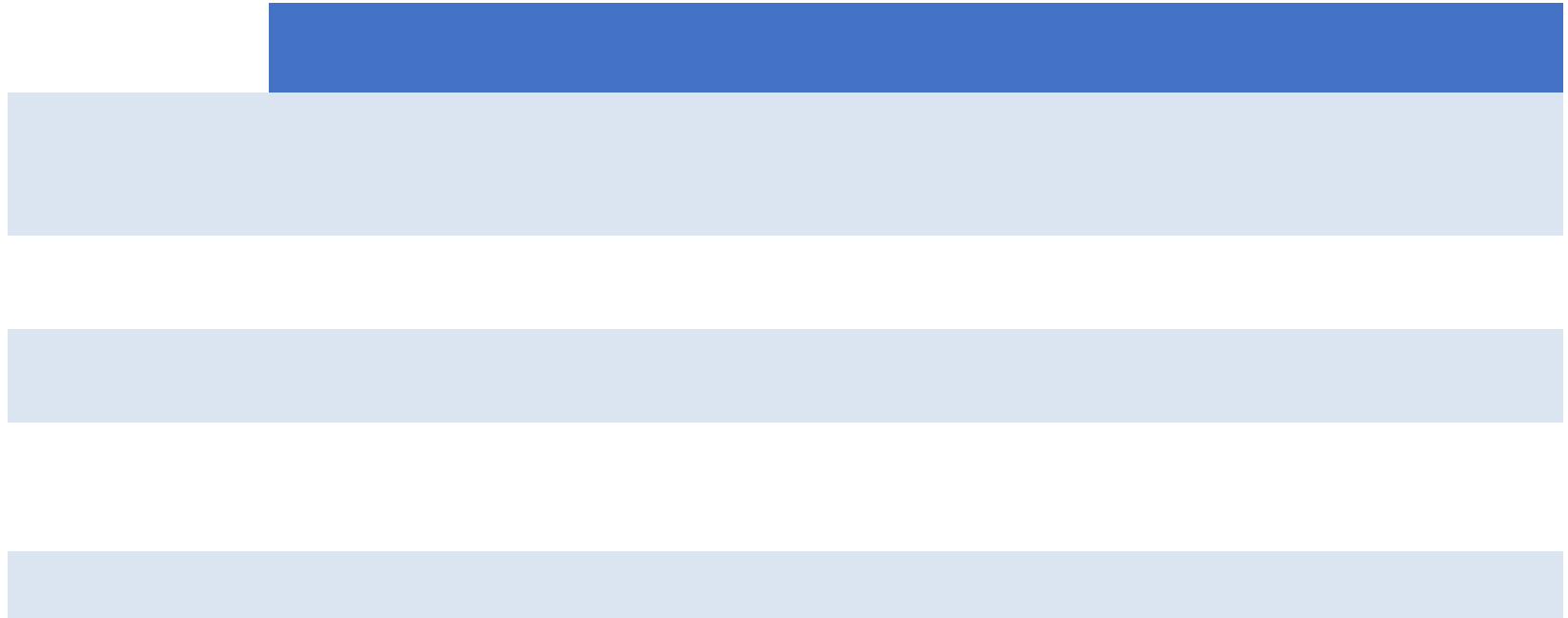
Our Commitment: Relationships

<p>What is one commitment we will promote for 2021-22?</p>	<p>We will commit to ensuring that every child has the opportunity to develop a strong, nurturing and empowering relationship with adults and peers.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	<p>This commitment fits into the school vision in the following manner because by forming relationships with our students we enable our students to feel included in the learning process and will help all students to succeed.</p> <p>This commitment has emerged because the school has not implemented expectations as to how students and adults are to interact in areas such as the halls and cafeteria, which students have reported, impacts the desire for students to come to school. Teachers have not been given the tools to provide empathy, which will improve relationships and positively impact attendance. There is no clear protocol or modeling of positive communications and how this occurs between staff and students, which students have reported, impacts the desire for students to come to school.</p> <p>This commitment also emerged because of the student interviews conducted. In the student interviews 34% of students reported, "There is someone at school I can go to." Also only 57% of students reported, "There is a program at school that teaches me how to manage my feelings and my behaviors."</p> <p>This commitment is related to the "How Learning Happens," article because this work focuses on the relational nature of learning. When students have strong relationships with adults and peers that are built on trust, those same students experience academic success.</p> <p>This commitment is right for us to choose because meaningful learning is driven by meaningful relationships, and this is what we want in order to achieve the inclusive excellence we desire. Relationships can only occur if everyone has an understanding of the different identities and students will open up about their identities if they feel as if they belong to the school community.</p>

	<p style="text-align: center;">student to students Peer Mediation Groups-Rethink Ed</p>	<p>Middle of Year: to establish who has relationships in the school community Midyear administration of survey End of Year: 10% Midyear survey increase End of Year survey administered 15% increase in students with relationships</p>	
<p>Expanding opportunities for teachers to develop empathy for their students.</p>	<p>Implementation of Culturally Responsive Teaching and Culturally Responsive Learning professional development, specific modeling and instructional support for teachers. Develop and implement a scope and sequence for the professional development and modeling to be provided.</p>	<p>Teacher Reflection (circles, individual journaling, and/or interviews) Anonymous reflections from teachers from baseline, midline, end of year</p>	<p>Funding, District provided Vendor for Culturally Relevant Learning (Dr. Hollie) & Culturally Relevant Teaching (Dr. Hunter)</p>
<p>Paint/provide a portrait of the community in which our students live.</p>	<p>Take the faculty on a bus tour of the district. See where our students live and what the community looks like. Help provide the teachers with the opportunity to understand the history and development of our district. Students will assist in the development of the tour.</p>	<p>Tour completion Staff participation rate Staff reflection Anonymous reflections from teachers from baseline, midline, end of year</p>	<p>Transportation/access to busses, time on a Professional Development day</p>

End-of-the-Year Desired Outcomes

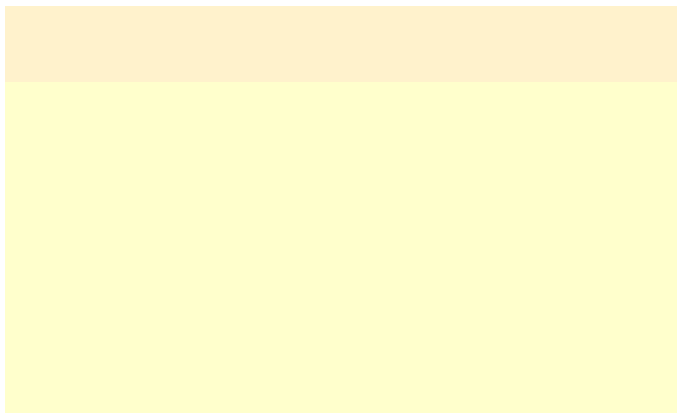
School teams are invited to consider if the belief sta



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Evidence-



Evidence-Based Intervention

framework to create a cohesive approach when creating a welcoming and affirming environment.

Commitment 3 Identity- As leaders within the school community the Instructional Leadership Team (PLC) will help strengthen identity by working within their common plannings to determine opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

Commitment 4 Relationships - By creating cohorts within the Instructional Leadership Team (PLC) we can focus on how we can strengthen the relationship within the school community because meaningful learning is driven by meaningful relationships, and this is what we want in order to achieve the inclusive excellence we desire.

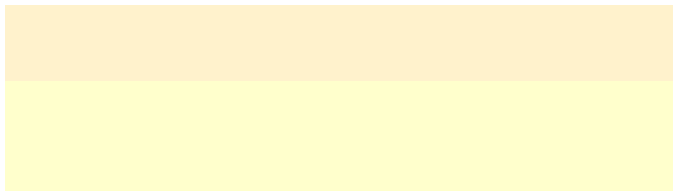
The Instructional Leadership Team will share out information in common planning meetings (PLC's)

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



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 § 87(2)(b)

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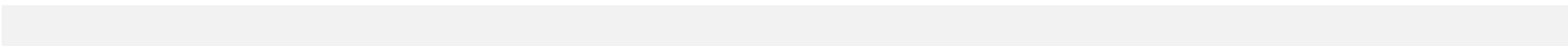
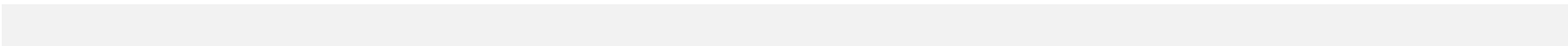
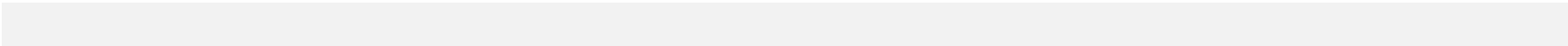
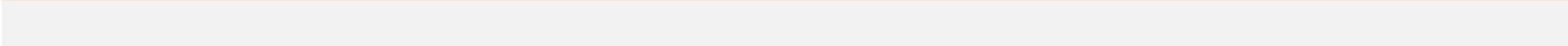
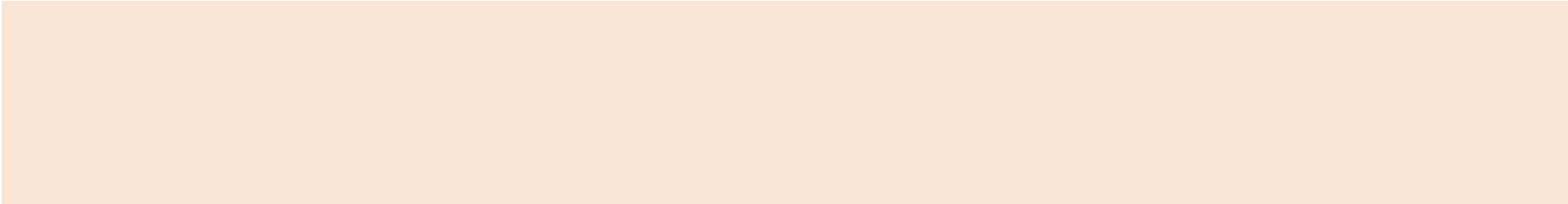
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- Placeholder text block 1
- Placeholder text block 2
- Placeholder text block 3
- Placeholder text block 4
- Placeholder text block 5
- Placeholder text block 6
- Placeholder text block 7
- Placeholder text block 8

Our Team's Steps

Our plan is the resul



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

Commitment 1: For the student survey, students voiced their concerns regarding choice and opportunity within some of their classrooms. The students spoke about opportunities they had in some of their classrooms where they felt engaged and supported within their lessons and would like to see that occur in more of their classrooms. They specifically spoke about how impactful it was when they knew their grades, next steps and had an opportunity to have a voice in their work.

Commitment 2: For belonging students expressed in some classrooms students feel supported and respected by their teachers/staff. The students feel safe in most areas of the school community. The students like when they are able to create posters/visuals and it is displayed for the school. Knowing this information helped us create the goal centered around belonging.

Commitment 3: According to the student survey students would like the opportunity to have choice within the work they are completing. They expressed they feel more included when teachers give them the opportunity to make decisions in their work. They also expressed they feel like valued members of the school community when they see themselves reflected in teachers' lesson plans, curriculum and learning materials.

Commitment 4: This commitment also emerged because of the student interviews conducted. In the student interviews 34% of students reported, "There is someone at school I can go to." Also only 57% of students reported, "There is a program at school that teaches me how to manage my feelings and my behaviors."

Equity Self-Reflection

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

Commitment 1: According to the Equity Self Assessment, teachers determined the school needed to Provide opportunities for students to develop projects on Social Justice issues. Also another area of opportunity was to 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.

Commitment 2: This commitment emerged because an area of concern on the

Commitment 3: Based on the Equity Self-reflection identity emerged as a commitment because the following is seen as an importance on the equity survey provided to the staff of South Middle School: Incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered. A next step concluded from the survey is to have students as co-designers of curriculum.

Commitment 4: This commitment has emerged because the school has not implemented expectations as to how students and adults are to interact in areas such as the halls and cafeteria, which students have reported, impacts the desire for students to come to school. Teachers have not been given the tools to provide empathy, which will improve relationships and positively impact attendance. There is no clear protocol or modeling of positive communications and how this occurs between moÄ

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.

CSI 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 Title I plans will need to be posted on the District's website.

CSI Schools will need to complete the **Leveraging Resources to Support Learning** by August 15, 2021.

Finalized July 15, 2021

Board approved July 21, 2021