



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Poughkeepsie City School District	Poughkeepsie Middle School	6-8

**Collaboratively Developed By:**

The Poughkeepsie Middle School SCEP Development Team  
(SCEP Team Members: consider including a list of team members' names here)  
Mr. Mazzetti-Principal  
Ms. Pushkantser- District Supervisor of Secondary Education  
Ms. Schinella  
Ms. Ferris-Assistant Principal  
Mr. Behr- Assistant Principal  
Mr. Gibson- School Counselor  
Ms. Burke-Teacher  
Ms. Devlin-Teacher

**Ms. Slater- Parent  
Mr. Clarke-Parent**

*And in partnership with the staff, students, and families of Poughkeepsie Middle School*

**Student participants:**

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### 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

### COMMITMENT 1

#### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We are committed to developing an academic environment where learning and academic success are our main priorities.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>● <i>How does this commitment fit into the school's vision?</i></li><li>● <i>Why did this emerge as something to commit to?</i></li><li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>● <i>What makes this the right commitment to pursue?</i></li><li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>We are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using IReady in ELA and Math so that our students can make measurable ongoing growth, be able to access grade level curricula.</p> <p>We believe that our students need to be able to access the curriculum and have access to individual interventions based on their specific needs. Through the use of Ready Curriculum and the IReady software for ELA and Math, students will be able to focus on their own targeted growth areas. Parents will be able to support their children's progress, with access to their children's growth on IReady through reports and targeted classroom interventions. This will provide students with an individual pathway to meet their academic needs towards success.</p> <p>During student interviews we noted a trend that students feel that although many teachers care, they want teachers to incorporate real world connections through our Social Studies and Science curricula, hands-on learning, and provide support to answer their questions. Through professional development for teachers, implementation of Ready curriculum, collaboration with the district to provide PD and coaching for all staff, we will work to ensure that students' learning experiences are strengthened. Additionally, we will have extended learning time to provide support and enrichment for all students.</p> <p>When completing the Equity Self-Reflection, we, as the administrative team found that our plans for professional development support the focus on providing students with an equitable educational experience as well as addressing their social emotional needs.</p>

Commitment 1

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><b>Curriculum for all content areas with additional time for ELA and Math</b></p>	<p>ELA and Math classes will implement the Ready curriculum with fidelity.</p> <p>Science will utilize and pilot Elevate and Social Studies will utilize and pilot MyWorld. Both of these curricular resources are aligned to ELA and Next Generation standards.</p> <p>All self contained classes will have double blocks of ELA and Math. All 7th grade classes will be provided with double blocks of ELA and Math instruction in order to increase student achievement and proficiency.</p>	<p>Student proficiency in ELA and math will increase due to alignment in the curriculum and across curricula.</p>	<p>Professional development on curricular resources</p> <p>Time to plan Coaching and support for teachers as needed, to ensure curriculum is implemented with fidelity</p>
<p><b>Data Cycles</b></p>	<p>The district will provide a testing calendar with specific windows for the IReady diagnostic.</p> <p>Teachers will have set meeting times to review the IReady data in order to identify strengths and areas of need for students, determine student groupings for their classes, identify specific topics that require re-teaching, and determine specific strategies to address students' needs.</p>	<p>The strategies determined by teachers will be monitored in house through formative assessments such as exit tickets.</p> <p>Students will continue to work on their IReady lessons and teachers will be able to assign specific lessons when needed and monitor their students' growth.</p> <p>I Ready diagnostic will take place in the beginning, middle and end of the year to monitor</p>	<p>IReady and ready curricular resources</p> <p>Each student will have their own chromebooks.</p> <p>Teachers will be provided with access and disaggregated data from IReady at COP and department meetings.</p>

Commitment 1

		overall progress of students' in reading and math.	
<b>Structured common planning time</b>	Teachers will use google docs to maintain collaborative files for their grade level and department teams with the following components: 1) Meeting agendas and minutes 2) Data cycles documented with a DDI protocol provided by the district and the growth monitoring to determine areas of improvement and areas that are struggling and require additional teaching strategies to fill the gaps 3) Strategies the teachers are or will use to address gaps and interventions based on the data	Success and progress will be monitored through the review of the documents, IReady data for growth, and common strategies will be used across classrooms. Ready curriculum will be utilized and implemented with fidelity across ELA and Math classrooms, and teachers will use the data to help drive their instructional classroom tiered interventions.	Google Classroom and google docs platform and PD, if needed Schedule for meetings  Time-making sure the time during these meetings is not interrupted
<b>Structured and targeted professional development</b>	Professional development for faculty and staff will focus on academic achievement based on the data. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms. This may include collaborative professional development workshops, coaching from the Supervisor of Secondary Education, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.	After reviewing the results of each diagnostic and IReady activities to determine student progress, PD will be implemented to sustain and ensure ongoing growth.  This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.	Google docs for instructional walkthrough forms  Time  Scheduled time and professional development calendar in collaboration with the district and BOCES
<b>Monitoring from the School admin and district curriculum and instructional team</b>	During walkthrough the administrators will determine ways teachers incorporate the data based instructional strategies, review IReady usage reports, and monitor for implementation of the Ready curriculum.	Administrators will be able to provide useful feedback aligned to the Ready curriculum, IReady data, and state and district goals to ensure academic achievement	Time- the principal and district admin will set clear time for this work to ensure it is uninterrupted

Commitment 1

	<p>Administrators will monitor progress throughout the year and share data with the staff during faculty meetings.</p>	<p>and equity across all classrooms.</p>	
<p><b>AIS Plans</b></p>	<p><b>Reading/ELA interventions</b> will be provided via AIS. There will be 10 sections of reading AIS and 10 sections of ELA AIS focused on I-Ready reading. ELA/reading AIS will accommodate 240 students across all grade levels. I-Ready will be the primary progress monitoring tool for AIS. AIS will provide students with monthly Growth Monitoring Assessments (GMA) as part of the Ready curriculum.</p> <p><b>Math interventions</b> will be provided via AIS. There will be 22 AIS math sections with 22 students per section across all grade levels which can accommodate 330 students. I-Ready will be the primary progress monitoring tool for AIS. AIS will provide students with monthly Growth Monitoring Assessments (GMA) as part of the Ready curriculum.</p>	<p>After 3 months of GMA's, staff will analyze the GMA and revise the plan to meet individual student learning needs and use the data as a predictor of likely success on the EOY State assessment. Students will move along a continuum of AIS services falling off if intervention is no longer.</p> <p>After 3 months of GMA's, staff will analyze the GMA and revise the plan to meet individual student learning needs and use the data as a predictor of likely success on the EOY State assessment. Students will move along a continuum of AIS services falling off if intervention is no longer.</p>	<p>PD for Ready and IReady (as needed)</p> <p>IReady and Ready materials</p>

## Commitment 1

### End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<p>My teacher provides me with support when I don’t understand the material in class.</p> <p>My classes give me the materials I need to be successful.</p> <p>My classes provide me with strategies/tools to meet my individual learning needs.</p>	80% for all
<b>Staff Survey</b>	<p>I have the resources to link the strategies, content, and materials to address the individual needs of all of my students.</p> <p>I have been provided with opportunities to collaborate and learn from/with my colleagues to implement best practices pertaining to the Ready Curriculum.</p> <p>I feel confident implementing curricula that advances my students’ academic success.</p>	90% for all
<b>Family Survey</b>	<p>I feel comfortable contacting the school when I have questions or concerns about my child’s academics.</p> <p>The School has provided me with opportunities and/or workshops to support my child.</p> <p>I feel the school welcomes parents, asks for parent input and allows me to ask questions, share concerns, and obtain support for my child.</p>	80% for all



### Commitment 1

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Increase student growth levels on IReady diagnostics from the beginning of the year to the end of the year by 70% in both ELA and Math.

90 % of all core content area teachers will demonstrate proficiency in key Ready curriculum linked to the New York State Next Generation Learning standards.

## Commitment 2

### COMMITMENT 2

#### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We are committed to ensuring an inclusive and positive learning environment where all students' feel they belong.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>● <i>How does this commitment fit into the school's vision?</i></li><li>● <i>Why did this emerge as something to commit to?</i></li><li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>● <i>What makes this the right commitment to pursue?</i></li><li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	As in-person instruction did not begin until February 16, it is difficult to determine an established pattern of student social emotional needs. To accurately determine patterns of social-emotional needs, as we expect in-person instruction 5 days a week for the start of the 2021-22 school year.  We want to minimize referrals, suspensions and time spent out of the classroom by providing students with a strong system that supports their social and emotional needs. Students shared that they want to feel that they are part of a family in school and to be safe. By addressing their social-emotional needs we will ensure they have a safe environment that promotes learning.  We will work with our teachers to provide an inclusive and positive learning environment and with the use of PBIS, MTSS, and evidence-based interventions, we will be able to ensure students feel safe in the school both physically and safely to take academic risks, thereby supporting their academic and social-emotional needs.

Commitment 2

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><b>Create a PBIS team with MTSS aligned plans to support students emotional, social, and academic needs</b></p>	<p>Beginning SY 21-22, the administrative team, using the SSP as a collaborative partner, will create a PBIS team. This team was composed of a social worker, psychologist, representatives from each grade level team (Marist, NYU, and Vasser), parent advocate, assistant principal, school counselor, and life coach who will meet weekly/monthly to discuss issues pertaining to school behavior, discipline data and PBIS implementation. The PBIS team will tier students within their grade level using the MTSS Framework (outlined in the below in the next row).</p>	<p>The behavioral specialist will work with each grade level team to monitor progress through ongoing check-ins, data monitoring, and meetings to share our progress. The behavior specialist would also support in creating action plans to address students' individual social and emotional needs. We will use a google doc to share and track student growth and evidence based interventions.</p> <p>We will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.</p>	<p>student meeting form</p> <p>google data tracker</p> <p>exit tickets</p> <p>Behavior specialist</p>
<p><b>Implement and monitor the impact of the PBIS systems tiered behavioral and academic interventions in collaboration with the Executive Director for Students</b></p>	<p>Based off of these patterns the following was created:</p> <p>A multi-tiered support system (MTSS)</p>	<p>MTSS uses the following 3 tiers: <b>Tier 1 – Universal or primary – Majority of students (75-90%)</b></p>	<p>Schedule</p> <p>BOCES partnership</p> <p>Admin team</p>

Commitment 2

<p><b>with Exceptionalities and the MTSS district plan</b></p>	<p>MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.</p>	<p>As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.</p> <p><b>Tier 2 – Secondary – Small groups of students (10-25%)</b> Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-in/Check-out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows</p>	<p>Dept. Chairs PBIS funding for points positions</p>
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Commitment 2

		<p>students to work toward catching up with their peers.  <b>Tier 3 – Tertiary – Individual students (&lt; 10%)</b>A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.</p>	
<p>Professional Development for teachers</p>	<p>Administration will provide training in restorative practices, PBIS, and MTSS in order to support teachers in the referral process, supporting them in integrating students back into the classroom after their behavior has been addressed through Tier 3 interventions, and professional development on tier 1 in class interventions.          Each grade will have an alternative learning center to provide students with a safe space for tier 2 students and interventions.</p>	<p>Feedback, surveys, and data will be monitored to determining the impact of the PBIS systems in place</p>	<p>ALC space          3 student support specialists/crisis interventionists</p>

## Commitment 2

### End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel that the school provides a family-like environment.  I feel welcome in the school.  The school offers after school activities that I am interested in.  I can really be myself at this school.  Teachers at this school are interested in my ideas.	80%
<b>Staff Survey</b>	The school provides opportunities for all students to experience success.  The school values the work I do to support students beyond the curriculum.  The school addresses the social and emotional needs of the students.	90%
<b>Family Survey</b>	My child feels connected to this school.  The staff at this school care about my child.  My child and I feel welcome in the school.	90%

## Commitment 2

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.

We will use the 2018-2019 data as a baseline as we work to decrease student referrals by 50% and decrease repeat offenders by 80%.

In order to ensure full implementation of MTSS and EST, 100% of teachers will be provided with professional development that focuses on social emotional support.

Our student support specialist team will identify at risk students, based on their attendance, behavior logs, and academics, and provide these students with targeted interventions.

100% of our at risk students will receive tiered interventions that will provide each student with emotional support and strategies to help them obtain academic success, and develop an understanding of how their decisions affect outcomes.

## Commitment 3

### COMMITMENT 3

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

#### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We are committed to building positive relationships with our students which will increase their confidence in their academic achievement.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>● <i>How does this commitment fit into the school's vision?</i></li><li>● <i>Why did this emerge as something to commit to?</i></li><li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>● <i>What makes this the right commitment to pursue?</i></li><li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>We are aware that in order to provide students with strong academic learning experiences and be able to de-escalate situations and ensure a supportive learning environment we must maintain positive relationships with our students and increase engagement.</p> <p>After reviewing "How Learning Happens" it is clear that the learning is relational and contextual. During their interviews, students shared different experiences with teachers and adults in middle school. As such, the relationships we build with our students are essential to their cognitive learning abilities and ensuring a positive learning environment is key. In order to ensure these positive relationships we must improve attendance of both our students and faculty and provide students with the time needed to succeed through extended learning time.</p> <p>Our student interviews revealed the following information. Students expressed the desire to have increased support from their teachers as well as for them to be readily available to provide support and answer questions. Students also expressed the need for lessons to contain real world/personal connections. Students would like to have a go-to staff member whom they feel they can depend on and speak to when they have concerns.</p>



Commitment 3

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><b>Monitor and increase student and teacher attendance</b></p>	<p>The school, in collaboration with our SSP, created an Attendance Monitoring Team composed of school counselor, crisis counselor, assistant principal, and when needed the social worker. The two primary attendance focus areas were students who never logged in and students who periodically logged in. Strategies included home phone calls; emails; home visits; parent meetings; and outside agency support referrals.</p> <p>PMS teacher attendance is at 87.5%, which is below expectations. Our goal is 98% daily teacher attendance. In order to address the causes of this attendance concern we will establish norms for school and community at large to provide students with consistent rigorous instruction.</p>	<p>During SY 2021-22 administration will communicate the expectation that the Attendance Monitoring Team will use the Tiered Framework shown below to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.</p>	<p>Tiered Framework</p> <p>Attendance monitoring team will need set time to meet</p>
<p><b>Extended Learning time</b></p>	<p>Due to COVID all afterschool activities were cancelled including Extended Learning Time. Starting in March, the district initiated a Saturday Morning Program. It involved 80</p>	<p><b>In practice</b>, the number of weeks was cut back to 9 (of which one attracted zero attendance). This pilot was an experiment in creating a safe</p>	<p><b>Time</b></p> <p><b>Funding</b></p>

Commitment 3

	<p>community partners, focusing on:</p> <ul style="list-style-type: none"> <li>● Arts and Humanities</li> <li>● Business and Information Systems</li> <li>● Engineering and Technology</li> <li>● Health Services</li> </ul> <p>The program ran 20 weeks and included</p> <ul style="list-style-type: none"> <li>● 5 weeks of introduction/preparation</li> <li>● 12 weeks of Career Action Plan development and Certificate Earning</li> <li>● 3 weeks of Presentation, Reflection, and Celebration</li> </ul> <p>Regular meetings were held with stakeholder groups and a team of 82 volunteers was recruited and engaged.</p> <p>PCSD participants included the Middle School and High School Principals, Counselors, Mrs. Cherry, Mario Johnson.</p> <p>An excellent organizational meeting was held with the PMS/PHS principals and counselors.</p>	<p>space for expression, using culturally responsive pedagogy, and questioning with effective feedback that utilizes growth mindset strategies. Students were encouraged to take risks, learn by trial and error, and be unashamed of their mistakes, knowing that the teacher/facilitator is there to guide their learning. When possible, teachers/facilitators got together to discuss their experiences and reflect on improving programming for all students.</p> <p>The Five Pillars of Personal Development (Self-Awareness, Self-Esteem, Self-Efficacy, Self-Advocacy, and Self-Actualization) was utilized as the framework for learning that encouraged the students to practice and develop their skills through Choice and Voice, Collaboration, Expressive Arts, and engaging activities that challenged them to action. Some of those activities explored strengths and weaknesses, employability skills, presentation skills, overcoming obstacles, and of</p>	<p><b>CBO's</b></p>
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Commitment 3

		<p>course, the career clusters and their individual goals.</p> <p>A highlight of the program was the Authentic Mentors. Each session invited guests were asked to share their experiences with the students leading to enlightening Q &amp; A sessions. Among those were POC with unique stories, professionals, entrepreneurs, Civil Servants, Military and the Police. Authentic Mentors were sincere and genuinely concerned about promoting the success of our youth. With over 80 collaborators involved, Pathways to Success has gotten off to an excellent start. The Community Meeting and Mindfulness sessions and Share Out were incorporated every session. Preparing for learning, centering for learning through mind, body, connections and student reflection &amp; feedback, respectively, formed the foundation for the personalized learning environment.</p>	
<p><b>Acknowledgements and Celebrations</b></p>	<p>PBIS, building administration, along with the Mid-Hudson Regional Partnership Center and the SSP as a collaborative partner, will discuss, plan, and implement virtual assembly</p>	<p>Presenting to Staff: Ask for staff input. Create a monthly student nomination list for staff. Generate staff “buy-in”. Stress the importance of</p>	<p>Rewards  Funding</p>

Commitment 3

	<p>ideas to reward students who are working hard to succeed, and to encourage students who are struggling with the challenges of distance learning and other related issues.</p> <p>Random Act of Kindness, Dress for Success, Student of the week Effort Card</p> <p>This is designed to increase student performance, by rewarding hard work. It is believed that every individual is capable of doing their personal best and that they are aware when they have done so.</p> <p>Criteria: Each card can be tailored to meet the needs of each school... Components, that may be assessed, in addition to academic performance, may include behavior and attendance,</p> <p>Rewards:</p> <ul style="list-style-type: none"> <li>● Tangible (Gift cards, Ice Cream, etc)</li> <li>● Intangible (Assemblies, Guest Speakers)</li> <li>● Benefits: Students see others receiving rewards and want to be included</li> </ul>	<p>student effort, not always the end result.</p> <p>Presenting to Students: Introduce to students via grade level assembly at the beginning of year. Generate excitement. Show examples of doing the “right thing”. Have students offer examples of rewards to generate more “buy-in”.</p>	

### Commitment 3

#### 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)
<b>Student Survey</b>	<p>I feel like my teacher knows the real me.</p> <p>My teachers make sure that I understand the material before they move on.</p> <p>I feel safe taking academic risks in class.</p> <p>The school provides extended learning activities that I am interested in.</p> <p>My courses provide real world experiences/ connections.</p> <p>During the school year, I have been invited to a celebration to be acknowledged.</p>	80%
<b>Staff Survey</b>	<p>I am provided with the time needed to build relationships with my students.</p> <p>The celebrations implemented provide students with opportunities to build their confidence and increase their self efficacy.</p> <p>The school provides me with the resources to implement hands-on learning experiences for my students.</p>	80%
<b>Family Survey</b>	<p>The school provides my child with real world learning experiences.</p> <p>The school provides my child with after school activities that meet their individual learning needs/interests.</p>	80%

Commitment 3

	My child wants to come to school everyday.	
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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.
80% of out students and staff will participate in incentivized programs to increase student motivation  Increased student attendance to 90%.  Increase teacher attendance by 98%.

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	This evidence based intervention with the support of the Curriculum And Instruction team will help support our teachers in the implementation of the Ready curriculum, PBIS and MTSS systems, and ensure they are done to fidelity alongside the data cycles.

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	Professional Learning Communities--COP -Communities of Practice
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p>PMS will continue to utilize COP periods to foster opportunities for professional development, data discussions and peer collaboration of best practice. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. Administration, with the SSP as a collaborative partner, will monitor shared folders to ensure that teacher teams are adhering to the meeting expectations and provide actionable feedback when required.</p> <ul style="list-style-type: none"> <li>● i-Ready Data Cycle (Admin facilitated)           <ul style="list-style-type: none"> <li>○ Teams Collaboratively Review SIU data: Marist, NYU, Vasser               <ul style="list-style-type: none"> <li>■ Math-1st and 3rd Tuesday of each month (set and review goals)</li> <li>■ ELA- 1st and 3rd Wednesday of each month (set and review goals)</li> <li>■ Science, Social Studies gather in content create and review exit data</li> </ul> </li> <li>○ Teams and Depart Chair: Review and revise action plans: Marist, NYU, Vasser               <ul style="list-style-type: none"> <li>■ Math-2nd and 4th Tuesday of each month (assess and revise action plans)</li> <li>■ ELA-2nd and 4th Wednesday of each month (assess and revise action plans)</li> <li>■ Science, Social Studies gather in content create and review exit data</li> </ul> </li> </ul> </li> <li>● Attendance Monitoring Team (School Counselors facilitated)           <ul style="list-style-type: none"> <li>○ Grade level teacher meeting. Participants grouped by teams Marist, NYU, Vasser               <ul style="list-style-type: none"> <li>■ Every Monday from 10:55-11:35 all 6th grade teachers meet; from 1145-1225 all 7th grade teachers meet; 1230-110 all 8th grade teachers meet</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● Team Planning (Teacher facilitated) Create and revise and analyze exit ticket data in teams. Identifying standards aligned exit tickets that aligns with lesson plans is the diverable w/ a tracker in a shared folder Administration will provide guidance on topics and agenda items. Sample agenda items include review of i-Ready data by power standard, or I-ready diagnostic completion; AIS GMA reports.</li> <li>● Every Friday: Parent Team Marist, NYU, Vasser Meetings (School Counselors facilitated)</li> <li>● PBIS team</li> </ul>
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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

## 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
Mr. Mazzetti	Principal
Ms. Pushkantser	Supervisor of Secondary Ed.-district
Ms. Schinella	Community Member
Ms. Ferris	Assistant Principal
Mr. Behr	Assistant Principal
Ms. Devlin	Teacher
Ms. Burke	Teacher
Mr. Gibson	School Counselor
Ms. Slater	Parent
Mr. Clarke	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
7/13	Plan for student interviews					
7/14	X					
7/14	x			x	Reviewing the documents and planning what will be written-starting the draft	
7/20			x			
7/21		x	x	x	x	
7/22					x	x

Our Team's Process

<b>7/28</b>					x-reviewing the scep plan	

## 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**

The student interviews provided us with insight pertaining to how our students felt and what their experiences are like at Poughkeepsie Middle School. This informative process provided us with insight pertaining to the four main facets, which are real world exposure, building relationships with staff, instructional support, and after school activities. This information was used to make targeted decisions during this process to devise this plan. The plan takes these four facets into account and breaks them down to a more granular level. The students' insights provided us with the validation needed to achieve our goals and to ensure our students' input was implemented to address each of their suggestions and specific needs.

#### Equity Self-Reflection

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

The development of this plan provided us with the necessary insight needed from key stakeholders such as students, parents, teachers, and administration to move the school in the direction to meet our communities needs. The plan allowed each of our participants to reflect on the social and emotional needs of our students. The team worked together to develop questions and implemented focus groups to gather data pertaining to attendance, extended learning time, and student incentives. This information allowed us to develop key strategies and needed resources to meet our goals. The equity self reflection provided us with the needed focus to develop each step, types of commitment required from each stakeholder, and resources needed to ensure the outcome that all students are provided with equitable educational experiences.

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.