



# School Comprehensive Education Plan 2022-23

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)  
Mrs. Royce-Giron-Principal  
Ms. Pushkantser- District Director of Secondary Education  
Mrs. Coxum-Assistant Principal  
Mr. Behr- Assistant Principal  
Ms. Ashe- School Counselor  
Ms. Bass-Teacher

**Ms. Buccheri-Teacher**  
**Ms. Burke-Teacher**  
**Ms. Devlin-Teacher**  
**Ms. Edmond-Teacher**  
**Mr. Hines-Teacher**  
**Mr. Resler-Teacher**  
**Ms. Katriba Bing, Parent**  
**Ms. Carmelita Webb**  
**Mr. Zach Martin, Parent**

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

**Student Participants: Aria Martin (6) (7) Christopher Webb (8)**

### 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 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.

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

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to continuing to develop an academic environment where learning and academic success are our main priorities.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <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, and 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. 60 %of students will have an improved placement on IReady of diagnostics from the beginning of the year to the end of the year in both ELA and Math, of at least 1 years growth.</p> <p>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 toward success.</p> <p>During student interviews we noted trends such as 37% of our students could not be themselves at school, 46.6% they could not express their ideas in the classroom, and 51.3% of the students indicated the school did not offer programs that peaked their interests. Continuing professional development for teachers, maintain the use of the Ready curriculum in ELA and Math, Pilot McGraw Hill Networks for 6-8 grade students in Social studies and Science, collaborate 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</p>

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with an equitable educational experience as well as addressing their social-emotional needs.

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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 McGraw Hill, Life Science, Earth Science and Physical Science. Social Studies will utilize McGraw Hill Networks for 6-8. 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. We will work with teachers to develop alignment of their rubrics and grading as well.</p>	<p>Student proficiency in ELA and math will increase due to alignment in the curriculum and across curricula. We will monitor student progress once rubrics are aligned, so we can see how students do across the board.</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. 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. Students will continue to work on their IReady lessons and teachers will be able to assign specific lessons when needed</p>	<p>IReady and ready curricular resources</p> <p>Each student will have their own chromebooks. Additional chromebooks will be available in the library for teachers to sign out as needed for students.</p>

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		and monitor their students' progress I Ready diagnostic will take place in the beginning, middle and end of the year to monitor overall growth of students in reading and math.	Teachers will be provided with access and disaggregated data from IReady at COP and department meetings.
<b>Community of Practice</b>	Subject Area Admin will collaborate with Department Chairs to develop meeting agendas for COPs. COP meetings will have agenda, sign in, to set the the purpose including including Bi-monthly Academic and i-Ready Data Review , Tri-annual Diagnostic Data Reviews, Student Attendance, Behavior/Discipline Data,etc. to determine areas of need Teachers will utilize COP time to develop strategies and interventions based on the data Department chairs will meet with their Subject Area Admin biweekly and the building principal weekly to discuss the specific needs/goals of the departments and set the weekly COP Department Meeting Agendas.	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 be collaboratively developed by all stakeholders including teachers, support staff, and administration. ongoing Interest surveys to determine needs / interests will be throughout the year. Methods of identifying areas and topics will include FILW data and APPR data and incorporate the New York State Regulations regarding ELLs professional development requirements. One platform,	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,	Google docs for instructional walkthrough forms  Time  Scheduled time and a professional development calendar in collaboration with the

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	<p>among others, that will be utilized to provide professional development will be OTIS.</p> <p>This may include collaborative professional development workshops, coaching from the district administration, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.</p>	<p>observations, feedback surveys, and student growth data.</p>	<p>district and BOCES and OTIS.</p>
<p><b>Support Instructional Staff by providing feedback and suggestions.</b></p>	<p>During walkthroughs the administrators will determine ways teachers incorporate the data based instructional strategies, review IReady usage reports, and provide feedback for implementation of content curriculum and programs. Administrators will share data with the staff during faculty meetings.</p>	<p>Administrators will be able to provide useful feedback aligned to the Ready programs, IReady data, and state and district goals to ensure academic achievement and equity across all classrooms.</p>	<p>Time- the principal and district admin will set clear time for this work to ensure it is uninterrupted</p>
<p><b>Create an AIS Plan that best supports student achievement</b></p>	<p><b>Reading/ELA interventions</b> will be provided via AIS. There will be 10 sections of reading AIS and 23 sections of ELA Ready Lab and 6 sections of AIS focused on I-Ready reading. ELA/reading AIS will accommodate 240 students across all grade levels. I-Ready Lab's can accommodate every student in the school. We use the Ready 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 16 sections of Math AIS and 16 sections of Math Ready Lab. and 6 sections of AIS focused on I-Ready reading. ELA/reading AIS will accommodate 240 students across all</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 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</p>	<p>PD for Ready and IReady (as needed)</p> <p>IReady and Ready materials</p>



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	<p>grade levels. I-Ready Lab's can accommodate 480 7th and 8th grade students. AIS will provide students with monthly Growth Monitoring Assessments (GMA) as part of the Ready curriculum.</p>	<p>the EOY State assessment. Students will move along a continuum of AIS services falling off if intervention is no longer.</p>	
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## 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 advance 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 2022-2023 school year.

**60 % of students will have an improved placement on IReady of diagnostics from the beginning of the year to the end of the year in both ELA and Math, of at least 1 years growth.**

## Commitment 2

### COMMITMENT 2

#### Our Commitment

<b>What is one commitment we will promote for 2022-2023?</b>	We are committed to ensuring an inclusive and positive learning environment.
<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 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.</p> <p>At the start of the year, 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.</p>

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>At the start of the 22/23 school year, the administrative team, MTSS, and the PBIS appointees will work collaboratively to meet the needs of our students by providing them with positive behavioral support. Each PBIS appointee will be assigned to a grade level team that consists of an assistant principal, crisis interventionist, and social worker. This team 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 column).</p> <p>The PBIS team will focus on creating Positive Interventions</p>	<p>The behavioral specialist will work with each grade level team to monitor progress utilizing 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. The behavior specialist will create a database to share and track student growth and evidence based interventions.</p> <p>Administration will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.</p>	<p>student self assessment form</p> <p>student self reflection form</p> <p>Student meeting form</p> <p>Google data tracker</p> <p>Behavior specialist</p> <p>Crisis Interventionist</p>
<p><b>Implement and monitor the impact of the PBIS systems tiered behavioral and academic interventions in collaboration with the department for Students with</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>

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<p><b>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. We will have restorative reset rooms and a clear re-entry process.</p>	<p>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 students to work toward catching up with their peers.</p>	<p>PBIS funding for points positions</p> <p><b>Behavioral Specialists</b></p> <p><b>Crisis Interventionist</b></p>
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Commitment 2

		<p><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>	
Supporting Teachers with students that have behavior and social-emotional needs	Utilize Ramapo For Children to provide in person coaching and professional development on how to support students in crisis, behavioral concerns, and overall social emotional needs of students.	This will help minimize students' infractions and build teacher-student relationships. We will monitor progress through Infinite Campus and restorative reset based on student behavior data.	Ramapo for Children.
Professional Development for teachers	Admin will provide ongoing professional development for teachers on the MTSS referral process, tiered interventions, and classroom incentives/rewards	Feedback, surveys, and data will be monitored to determining the impact of the MTSS systems in place	Feedback/Surveys 3 student support specialists/crisis interventionists

## 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 2022-2023 school year.

**We will use the 2021-2022 data as a baseline as we work to decrease student referrals by 50% and decrease repeat offenders by 30%.**

**In order to ensure full implementation of MTSS, all staff will be provided with professional development that focuses on social emotional support. Additionally, we are working on developing alignment of our teams to focus on students' academics, social emotional needs , behavior, and attendance to support our students in developing the whole child.**

**Through this work tiered interventions will be monitored and provided for students based on their individual needs. Progress will be monitored by the various teams developed through this work,which will include staff and parents.**

### 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 2022-2023?</b>	We are committed to cultivating innovative learning environments to support the development of 21st Century Skills that will foster student engagement.
<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>PMS will provide environments that will support innovative and unique learning opportunities that are student-centered, and collaborative, and foster positive student relationships while increasing student engagement.</p> <p>Over the course of the next two years, PMS will have new furniture that will lend itself to flexible seating, teacher mobility, and student collaboration.</p> <p>PMS will implement a one-to-one program, offering all students a Chromebook that will integrate technology into the classroom and allow for individualized instruction- (for example- i-READY PATHWAYS) .</p> <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 the 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 believed the Ready Curriculum met their individual learning needs: 59.2% of the students felt it improved their reading and 64.4% felt it improved their math skills. 51.3 % of the students were interested in their classes. 73.8% of the students felt that there were opportunities for extra help from their teachers. 62.7% of our students felt they could be themselves at school. 15.74% of the students did not feel <b>safe in school</b>.</p>





	PMS teacher daily attendance is at 76.5%, 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.	framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.	
<b>Focus on 21st century skills</b>	Teachers will incorporate more learning activities that will develop the 21st century skills of collaboration, communication, critical thinking, and creativity.	This will be evident by the students ability to problem solve and create.	Curriculum resources that support 21st century skills  PD for teachers to on developing 21st century skills in the classroom
<b>Extended Learning time</b>	Due to COVID afterschool activities were limited including Extended Learning Time. This Extended Learning Time program ran from January 17 through the first week of June. The Extended Learning Time program was Math and ELA focused. There also was a tutoring component, in collaboration with the	<b>Extended Learning Time should be implemented in September and offer a variety of areas that the students are interested in. It will focus on all 4 content subjects, as well as electives such as Art, Music, etc. Besides academics each course will</b>	<b>Time</b> <b>Funding</b> <b>CBO's</b>

	<p>Marist/Liberty partnership.</p> <p>Starting in March, the district initiated a Saturday Morning Program. It involved 80 community partners, focusing on:</p> <ul style="list-style-type: none"> <li>● 6th, 7th , and 8th ELA and Math targeted students based on need <ul style="list-style-type: none"> <li>○ ELA: Graphic novels and Journalism</li> <li>○ Math : Escape room and Math pioneers</li> </ul> </li> <li>● ENL</li> <li>● Science- Drones/Coding and Forensics</li> <li>● Accelerated Math to offer more kids a chance to take the Alg. Regents</li> <li>● World Language</li> <li>● SPED supports</li> <li>● Technology-Girls who Code</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><b>offer a social-emotional component. Success will be measured by reviewing each of the student’s core content courses to see if their grades have increased as well as reviewing the student’s I-Ready data from the 3 assessments. Also, students’ attendance and behavior will be looked at each month to determine if their attendance to school has improved and behavioral issues subsided.</b></p>	
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	<p>PCSD participants included the Middle School and High School Principals, Counselors, Mrs. Cherry.</p> <p>An excellent organizational meeting was held with the PMS/PHS principals and counselors.</p>		
<p><b>Integrate Technology as a Tool for Learning</b></p>	<p>Design learning opportunities for students that utilizes technology to differentiate instruction and enhance 21st century skills</p>	<p>This will be evident by the i-Ready growth demonstrated on the diagnostics and within students' personalized pathways.</p>	
<p><b>Acknowledgements and Celebrations</b></p>	<p>Through PBIS students will earn mpoints to which they can then earn oppotunities to be celebrated and use for a student lounge, raffles, dances, student trips, etc.</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 assembly 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 success celebration on a quarterly basis</p> <p>Criteria: Each card can be tailored to meet the needs of each school... Components, that</p>	<p>Presenting to Students: Introduce to students via grade level assembly at the beginning of the year. Generate excitement. Show examples of doing the "right thing". Have students offer examples of rewards to generate more "buy-in".</p>	<p>chromebooks, i-Ready Math and ELA programs, Ready Curriculum, SMART BOARDS, etc</p>

	may be assessed, in addition to academic performance, may include behavior and attendance.		
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### End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<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> <p>My child wants to come to school every day.</p>	80%
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-2023 school year.</p>
<p>Through our PBIS rollout 100% of our students will have the opportunity to participate in the PBIS system around the values of respect, responsibility, and safety. This will assist in increasing our student attendance by 5% and decreasing chronic absenteeism by 5% , and improve behavior through increased motivation. In collaboration with the 21st century environment, student engagement will increase based upon data collected in FILW walkthroughs, which will support student academic achievement and demonstrate at least a year's level of iReady growth.</p>

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
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	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
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	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 norms are followed, data inquiry is the center of the work and collaborative professional development takes place in each department. The PD will be targeted and connected to the needs of the building, at large, and within content areas. Principal Royce will meet with Department Chairs weekly (wednesdays, period 4) to discuss needs of the departments and plan COP time accordingly. Lesson planning, alignment, student engagement and making thinking visible are key topics that will be discussed and developed during COP.

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
Ms. Royce-Giron	Principal
Ms. Pushkantser	Director of Secondary Ed.-district
Mr. Behr	Assistant Principal
Ms. Coxum	Assistant Principal
Ms. Bass	Teacher
Ms. Buccheri	Teacher
Ms. Devlin	Teacher
Ms. Burke	Teacher
Ms. Edmond	Teacher
Mr. Hines	Teacher
Mr. Resler	Teacher
Ms. Ashe	School Counselor
Ms. Bing	Parent
Ms. Johnson	Parent
Ms. Valitutto	Parent

## Our Team's Steps

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

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

## Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/9/22	Plan for student interviews					
5/11/22	X					
5/16/22	x			x	Reviewing the documents and planning what will be written-starting the draft	
5/18/22	x		x			
5/23/22		x	x	x	x	
5/25/22		x	x	x		x

Our Team's Process

5/31/22		x	x	x	x-reviewing the scep plan	
6/1/22		x	x	x	x	
6/8/22					x	
6/13/22					x	
6/15/22					x	
6/24/22					x	x
*With Royce*- new team						
9/21			x	x	x	x
10/2					x	x
10/30					x updates	
11/2					x updates	

## 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 2022-2023 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 2022-2023 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 2022-2023 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-2023 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.