School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Port Jervis	Port Jervis Middle School	7-8

Collaboratively Developed By:
The Port Jervis Middle School SCEP Development Team:

Joe Becker
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Eileen Cook
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Betsy Conners

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

Guidance for Teams

Template

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

Commitments

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

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

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

Strategies

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

Resources for Team

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

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

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We prioritize deepening connections and building relationships among students, staff, families and the community.
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 believe that building relationships is the foundation that will improve student engagement, attendance, academic progress, as well as social-emotional wellness. We believe that school is a place where all students should feel welcome, accepted, and connected to their school community. With all students returning back to in-person learning after almost two years, we learned from building-level student forums that students missed out on extracurricular activities, sports, opportunities to directly communicate with students outside their cohort group, and opportunities for movement. The 2021-22 school year we focused on rebuilding relationships and acclimating students back to in-person learning and socializing. Our professional learning during the 2021-2022 year emphasized social-emotional resiliency. After listening to our students and in reviewing our annual survey data it was determined that we need to continue to delve deeper into the idea of building strong relationships throughout the school community. During the 2022-2023 school year the middle school will undergo a major renovation project. Students are eager for their building to be structurally and visibly more welcoming and welcoming. In order to achieve that, the school will be held between the Middle of Elementary School and the High School The leadership and the teachers will be further challenged to build a strong school culture with positive relationships and interactions between all stakeholders. There have been several administrative turnovers at both the district and building level, along with teacher turnover. It is important to current administration, parents, students, and staff to refocus on Port Pride and the

	energy and excitement of being part of the PJMS. The school needs to share and promote the story of PJMS.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Intentional Visibility	Administrative visibility in classrooms, lunchrooms, arrival/dismissal and hallways	Daily calendar Quarterly walkthrough data collection	Time Mobile Desk Collaborative training for administrators and clerical staff to work smarter not harder
Focused Parent Involvement	Monthly virtual series with defined topics Increased robo calls and email blasts Increased in-person events	Pulled detail reports from robo-calls and email blasts the number of calls and the number received or acknowledged Attendance at events Parent survey responses Increased parent participation in the parent events (i.e. Parent panel participants)	Time Organization of events by administrators Money for refreshments/dinner for parent/ student events Community group support

Increased social media presence for communication	Increase use of Facebook, Instagram, Twitter Positive Sign Thursdays (pictures, positive messages)	Increase number of followers Increase daily/weekly posts from administration	Time IT support for school district employee users IT support for parents
Work with new teachers on staff/student connections	Provide additional professional learning for new teachers on working with students and parents Book Study on either Teach Like a Pirate or What Great Teachers Do Differently Book Study – Depth of Knowledge	Observing what staff have learned put into action in classrooms during administrative walkthroughs Participation in the Book Study Participation in Book Study Discussions at weekly team meetings	Time Money for the book study books Schedule for ongoing PD Administrators set the schedule for book student dates Money for the books

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	T18. In class, we often work with Partners, or in groups 40.1 % Agree or Strongly Agree S44 Most students in our school follow the school rules 36.3% Agree or Strongly Agree	45.1 % Agree or Strongly Agree 41.3% Agree or Strongly Agree
Staff Survey	L17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/ content area teams for discussion. 37.0 % Agree or Strongly Agree S69. Student Behavior does not interfere with instruction. 31.0% Agree or Strongly Agree	42.0 % Agree or Strongly Agree 36% Agree or Strongly Agree
Family Survey	F50. As a parent/family member, I feel connected to our school 48.1% Agree or Strongly Agree F44. Our school has programs for families so we can help our children at home. 46.0% Agree or Strongly Agree	53.1% Agree or Strongly Agree 51.0% Agree or Strongly Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Increase the number of academic/non-academic opportunities for students during and outside the school day and increase the number of family and community activities, as well as, an increase in the number of students and families participating in these activities. See a decrease in the number of students who feel disconnected from the school community at large.

We will also observe increased student attendance rates as a result of an increased sense of community and school engagement.

Increase in the total participants and in the number of responses that agree or strongly agree with Student, Staff, and Parent Survey Statements and also the number of positive comments during student interviews.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We prioritize to continue to build and implement a MTSS System of support to meet the academic, behavioral, social-emotional, and attendance needs of all students.
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?*	During the pandemic, the academic, behavioral, social-emotional and attendance needs were not the same as in previous years. The return to brick and mortar school at PJ MS will not look as it did previously due to the implementation of a school-wide building construction project. This will require a strong implementation of Tier 1, Tier 2, and Tier 3 academic, behavior, and social emotional supports to be put in place in September that puts all students on a winning streak so that we can be proactive and not reactive. The work we do in 2022-2023 is a continuation of the work started in 2021-2022. The most important component of a strong MTSS system is to first develop a culture where all staff believe that students can learn at high levels. Both commitment 1 and commitment 2 provide the foundation for this to happen. PJMS is currently seeing a turnover in staffing, so they are focused on ensuring that new staff have the tools they need in order to serve their students. It will be crucial during the 2022-2023 school year that behavioral expectations are agreed upon by staff for implementation with students on day one. This ties directly into the 2022-2023 DCIP work K-12 which will focus on building Tier 1 supports for behavior and Social Emotional learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a Tier 1 Social Emotional Learning Framework	Weekly Do Now's Common Language	Decrease in Behavioral Referrals Increase common vocabulary around social emotional learning Positive Thursday message	Character Education Teacher Stipend/ MTSS Coordinator Stipends Time
Promote the idea of PJMS BELIEVE	Unpack the Believe Mantra: Bring It Back Energy Learning Involvement Enthusiasm Voice Encouragement	Increased common vocabulary Increase in student and staff involvement in after school events Increase in number of events offered	Time Refreshments, Speakers and vendors Incentives for attendance

Establish PJ MS Behavioral Expectations	Implementation of monthly goals for behavioral expectations Individual behavioral contracts that reteach expectations, provide clear communication, require parental involvement, and build in incentives Professional learning for all adults on how to build relationships with students Adult student mentoring program	Increased use of common language 7-8 Behavioral Matrix aligned to K-12 Matrix Signage reflects common language and expectsitons Decrease in Referrals	Time Incentives Time for Professional Learning/Coaching Conversations Stipends or Time for Mentors
Create and communicate student incentives	Meetings with individual students and PJMS MTSS Coordinator Counselors meet with every student to establish goals	Log of meetings Logs of meetings	Time Incentives MTSS Coordinator Stipend
Common Assessment	Each department will collaborate on development, timeline, and implementation of common quarterly assessments Professional Learning on Collaboratively Looking at Student Work Review results with department colleagues	Common Assessment Professional Learning Registration Scheduled department meetings	Time Money for professional learning

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	S44 Most students in our school follow the school rules 36.3% Agree or Strongly Agree	41.3% Agree or strongly Agree

Staff Survey	L5. Our school leaders help to build a collaborative environment so that staff work together in achieving goals.
	    48.1% Agree or Strongly Agree
	L.16 Our school leaders actively support data-driven inquiry as a school-wide practice
	    46.2% Agree or Strongly Agree
	S69. Student Behavior does not interfere with instruction.
	    31.0% Agree or Strongly Agree
		53.1 % Agree or Strongly Agree
		
		51.2% Agree or Strongly Agree
		
		36.0 % Agree or Strongly Agree

Family Survey	F43. Teachers contact me, not just in times of concern.
	    40.0% Agree or Strongly Agree
	S33. Our school has an effective program for dealing with bullying
	    42.0% Agree or Strongly Agree
		45.0 % Agree or Strongly Agree
		
		47.0% Agree or Strongly Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

We will be able to see a decrease in the number of behavior referrals and increase in the number of minutes that students with challenging behaviors spend in the academic setting.

Through administrative walkthroughs we will see clear behavioral expectations posted and referred to throughout the building and in classrooms.

Increase in the total participants and in the number of responses that agree or strongly agree with Student, Staff, and Parent Survey Statements

Decrease in number of students needing academic Tier 2 support through the development and implementation of common formative assessments and a focus on Tier 1 instruction.

Evidence-Based Intervention

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

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

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

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

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

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

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ 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 Intervention will support the following commitment(s) as follows** | |

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☒ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	Positive Behavioral Interventions and Support
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Increase student achievement through less disruptive behaviors that result in students spending time in the office missing instruction.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-prevention-and-early-intervention/Publications/Bradshaw_PBIS_prevention_talk.7.2.08.pdf

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
Joe Becker	Teacher
Elke O'Connell	Teacher
Chrissy McCaw	Teacher
Megan Weiboldt	Teacher
Jeanine McKeeby	Teacher
Mr. and Mrs. Hurst	Parents
Eileen Cook	Middle School Assistant Principal
Andrew Marotta	Middle School Principal
Betsy Conners	PLC Associates, Inc. Consultant

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
May 13				X		
June 13	X	X				
June 21	X	X				
June 23			X			
June 28			X		X	
July 21					X	

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 interview process was very insightful as it provided student voice to this experience. Having all team members participate in the interview process was very powerful.   The team processed what the student experience looked like and felt like as described by the students interviewed. As a result of the interview responses it became clear to the team the importance of focusing on both the social emotional well-being of all students through restorative practices.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The Equity Self-Reflection resulted in great discussion amongst team members. The survey results reinforced the team's need for both Commitment 1 & 2. During our equity discussions, we learned that we want and need to work towards fostering closer relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. We also discussed the need to make all school experiences available to all students

Next Steps

Next Steps

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