



School Comprehensive Education Plan

2021-22

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

Collaboratively Developed By:

The Port Jervis Middle School Development Team

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 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 I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to deepening connections and building relationships among students, staff, families and the community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe that building relationships is the foundation that will drive student engagement, attendance and academic and social-emotional success. We believe that school is a place where students should feel welcome and accepted and feel connected to their school community.</p> <p>With 100% of our students participating in a hybrid learning model this year, students and staff missed out on important social connections and relationship building that normally occurs during fully in-person learning. We learned from student forums that they missed out on extracurricular activities, sports, opportunities to talk and connect with students outside their cohort group, and opportunities for movement. Other community activities were cancelled and this limited or completely eliminated their opportunities to engage with peers and other community members outside of the school building as well.</p> <p>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 want to work towards highlighting materials that represent and affirm student identities and we need to develop a systems level approach to integrating social-emotional learning programs, particularly with an emphasis on community building and restorative practice circles. Our goal is to ensure that all students are receiving social-emotional learning programs and activities so that we are connected as a whole middle school community.</p>

Commitment 1

When reviewing the How Learning Happens Messaging Framework, it was determined that the following elements will be addressed through the work in this priority: intentionality, belonging, relationships and identity

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide students with a voice	Every 5 weeks creating a structure for student forums to discuss what is going well at PJMS and what needs to be looked at	Student feedback during forums Student commentary on the PLC Associates, Inc annual survey	Time PLC Associates, Inc Student Voice Survey
Create professional learning activities for staff focused on SEL and Restorative Practices	Providing professional learning opportunities along with embedded coaching throughout the school year Creating a deeper understanding and implementation of Restorative Practices and SEL through the use of common vocabulary and common practices	Increase in responses to the PLC Associates Inc Question S44 Most students in our school follow rules Decrease in Behavioral Referrals Evidence of visuals throughout the school using common vocabulary	Time 3rd Party Vendor for PD Sub Coverage for Teachers
Implement a Building Positive Partnership Series for parents which includes a session on how to	Developing a schedule for multi-media (including virtual, recorded, and in-person) opportunities for parents to attend sessions, view, or read how to	Parent feedback on the PLC Associate, Inc Family Engagement Survey	Time PLC Associates, Inc Family Engagement Survey

Commitment 1

support their students SEL at home	support their students social emotional needs	Sign-in sheets from parent events and/or PTA meetings Google form sign in on virtual meetings or videos watched. Parent interviews.	Materials for in-person sessions
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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>
Student Survey	S44. Most of the students in our school follow rules.	Increase the % of students who agree or strongly agree with this statement from 35.8% to 40.8%)
Staff Survey		
Family Survey		

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.

By the end of the 2021-2022 school year:

Students will indicate both in student forums and during student interviews that they have a voice in their school and feel their opinion is valued.

Staff will indicate on their professional learning exit tickets that they have a greater understanding of restorative practices and SEL

Parents will indicate on session exit tickets and parent forums that they have a greater understanding of the ‘why’ behind restorative practices and how to support their adolescents' social emotional growth at home.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening our ability to provide a cohesive curriculum across and within middle school grade levels, and implement a variety of teaching strategies.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Throughout COVID, we were pressed as teachers to step out of our comfort zones, become educated on others' curriculums and teaching styles, and collaborate more than ever in terms of instruction. This allowed us to discover opportunities for cross curricular units and activities that were previously unknown before COVID. After witnessing the benefits of these deep, meaningful curricular connections, we wish to move forward with curriculum review and connection, both vertically and horizontally.</p> <p>District-wide curriculum work was initiated previously , but our work was interrupted due to the pandemic. Teaching during COVID further reiterated the importance of this endeavor. Student survey data shared that students do not view their curriculum as challenging (36.3%)</p> <p>Student forum data reflected that students felt more engaged and connected in classes where they had a voice and the topics and concepts that were covered applied to everyday life. Students also shared in the survey commentary that teachers move fast to cover content and do not reflect on what students have learned, Clear and cohesive curriculum maps(including common learning targets, exit tickets, strategies for reinforcement of material, common grading practices, and common formative assessments followed by data by grade level data discussions) allow ease into instruction for new teachers and fosters staff collaboration and a shared language of learning.</p> <p>When reviewing the How Learning Happens Messaging Framework, it was determined that the following elements will be addressed through the work in this priority: Agency, Meaningful Learning, and Intentionality</p>

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>Provide teachers with professional learning on formative assessment, differentiated instruction, and providing growth producing feedback to students, and effective grading practices</p>	<p>Providing professional learning opportunities along with embedded coaching throughout the school year</p>	<p>Administrative walkthroughs</p> <p>Increase in responses to the PLC Associates Inc student questions around curriculum and instruction</p> <p>Data collection on common unit assessments given</p>	<p>PLC Associates, Inc Professional Learning on:</p> <p>Formative Assessment</p> <p>Differentiated and Scaffolded Instruction</p> <p>Providing Growth Producing Feedback to Students</p> <p>Effective Grading Practices</p> <p>Professional Development on Technology tools that can be used for formative and summative assessments</p>
<p>Curriculum Audit</p>	<p>Participating in a K-12 process that focuses on collecting details on the written, taught, and assessed curriculum for all areas.</p>	<p>Collect and present data from the curriculum audit. The audit will share detailed information on what is occurring with regard to curriculum K-12.</p>	<p>Time for grade levels to collaborate horizontally and vertically</p> <p>Sub Coverage</p>

Commitment 2

	Professional learning opportunities to support this implementation with new and current staff This process will include a focus on diversity, equity, and inclusion	Administrative walkthroughs	Professional Development/Learning
Curriculum Review	<p>Revisiting the 'why' behind a guaranteed and viable curriculum</p> <p>Providing time for curriculum coordinators and horizontal and vertical grade levels to revisit and update maps to reflect areas identified in the curriculum audit</p>	<p>Faculty meeting presentation</p> <p>Minutes from grade level and department PLC's</p>	<p>Time for grade levels to collaborate horizontally and vertically</p> <p>Sub coverage</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>
Student Survey	C6. Our school (work) curriculum is challenging T23. I am comfortable asking questions in class T24. Teachers provide time for students to discuss and learn from each other	Percentage of students who agree or strongly agree: <ul style="list-style-type: none"> - will increase from 36.3 % to 41% - will increase from 48.6% to 54% - will increase from 49.3% to 54%
Staff Survey		
Family Survey		

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.

By the end of the 2021-2022 school year:

Commitment 2

Students will indicate both in student forums and during student interviews that they have a voice in their school and feel their opinion is valued around curriculum and instruction.

Staff will indicate on their professional learning exit tickets that they have a greater understanding of the 'why' behind the importance of a guaranteed and viable curriculum as well as a deeper understanding of the horizontal and vertical essential standards.

Administrators will collect data through walkthroughs on formative assessment and differentiated 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	

Evidence-Based Intervention

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	Restorative Practices
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The restorative practices outlined in commitment 1 will provide an all-inclusive educational environment that allows students to feel safe, nurtured and accepted so that they can be successful socially, emotionally, and academically.

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

WestEd -
https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_Webinar_2_Fostering_Positive_Youth_Development_transcript.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
Jean Lain	MS Principal (until 7/1/21)
Andrew Marotta	HS Principal (until 7/1/21) MS Principal (beginning 7/1/21)
Anthony Lazzaro	MS Asst. Principal (until 7/1/21) HS Principal (beginning 7/1/21)
Eileen Cook	MS Asst. Principal (beg. 7/1/21)
Betsy Conners	PLC Consultant
Joe Becker	Math Curriculum Coordinator
Kyle Ross	SS Curriculum Coordinator (until 7/1/21)
Crissy McCaw	ELA Curriculum Coordinator
Elke O'Connell	SS Curriculum Coordinator (beginning 9/21)
Heather Robinson	Science Curriculum Coordinator (unit 7/1/21)
Megan Wieboldt	Science Curriculum Coordinator (beginning 9/21)
Nicole VanBenschoten	Parent
Rebecca Baumgardner	Parent
Erin Cross	PTA President

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
5/5/2021			X			
5/11/2021	X					
5/13/2021			X			
5/20/2021		X		X		
5/21/2021		X		X		
5/23/2021					X	
5/28/2021					X	
7/16/2021					X	
7/26/2021					X	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

Student interviews were conducted asking a set of agreed upon questions. The diverse group of students interviewed provided the team with the view of the PJ Middle School through the eyes of a student. The responses from the students helped to narrow the focus for the commitments identified in the 2021-2022 SCEP Plan.

Equity Self-Reflection

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

The entire faculty participated in a PLC Associates, Inc. led professional learning session around unpacking the Culturally Responsive-Sustaining Education Framework, reviewing The How Learning Happens Article, and completing The Equity Self-Reflection. This was a powerful session where teachers engaged in deep conversation around the 'why' behind each of these documents. The responses were rich and provided meaningful insight into where the staff as an entire group fall on The Equity Self-Reflection. It provided a solid foundation for the team to create the 2021-2022 SCEP plan.

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.