



# School Comprehensive Education Plan

## 2021-22

District	School Name	Grades Served
Schenectady City School District	Mont Pleasant Middle School	6-8

**Collaboratively Developed By:**

**The Mont Pleasant Middle School SCEP Development Team**

**Nicole Biette, Jason Breh, Joseph Coleman, Kenia Bustillo, Sarah Karl, Nancy Gauthier,  
Alison Bonheim, Kathleen Bemis, Nicole Forth, Michelle Mannino, Anna Robinson, Miriam  
Rendon, Shireen Bogue, Martha Oldfield-Maser**

*And in partnership with the staff, students, and families of Mont Pleasant Middle School.*

## Guidance for Teams

### Template

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

### Commitments and Strategies

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

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

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

### Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT 1

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We will commit to creating a sense of community by building and enhancing the relationships among students, staff, and families to ensure all identities are affirmed.</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>	<ul style="list-style-type: none"> <li>• In order to build a safe and caring community we need to commit to professional development and team building.</li> <li>• We need to commit to creating a sense of community because as we come back from virtual learning, we will all be out of practice with our social interactions.</li> <li>• Learning is social. Survey results revealed that students who were virtual felt out of touch with friends and teachers.</li> <li>• Healthy relationships lead to happier people. Building more trust allows us to give each other more support. This will lead to greater engagement in learning. It will also create a healthy learning/working environment for students and staff.</li> <li>• Improving relationships will lead to better attendance and engagement. In turn, this will improve our math and ELA scores.</li> <li>• Strengthening our community and making sure all identities are affirmed contributes to the anti-racism work in which we are engaged.</li> </ul>

## 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?
<b>Restorative practices</b>	<ul style="list-style-type: none"> <li>● Bi-weekly community circles in classrooms; Circle Up Day (quarterly)</li> <li>● Increased student participation in mediation</li> <li>● Increased teacher recommendation for Mediation Matters services</li> <li>● Increased student participation in TASR</li> <li>● Growth plans (teacher and students)</li> <li>● Restorative conversations</li> <li>● Push in disciplinary support prior to removal</li> </ul>	<ul style="list-style-type: none"> <li>● attendance will improve</li> <li>● More circles</li> <li>● More student participation in circles</li> <li>● Fewer Office Disciplinary Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Tom</li> <li>● More training (tier 2 and 3 for those already trained)</li> <li>● Designated area for circles</li> <li>● Guideline posters for every classroom</li> <li>● More practice</li> <li>● Facilitators</li> <li>● ARBLT/SCEP</li> <li>● Mediation Matters</li> <li>● My Brother's Keeper</li> <li>● Boys Day Out/Girls Day Out</li> <li>● 21st Century</li> <li>● LPP</li> <li>● Restorative Practices</li> </ul>

Commitment 1

			ToolKit for teachers
<b>Responsive Classroom</b>	<ul style="list-style-type: none"> <li>● Cohort 1 of Responsive Classroom Teachers will mentor and guide Cohort 2 of Responsive Classroom Teachers</li> <li>● Cohort 1 of Responsive Classroom Teachers will have bi-weekly release time to perform walk through visits of other Responsive Classroom Trained teachers</li> <li>● Cohort 2 of Responsive Classroom teachers will have quarterly release time to observe other Responsive Classroom Teachers</li> <li>● Teachers and staff will use proactive classroom management strategies</li> <li>● Student check ins</li> <li>● AVID</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in attendance</li> <li>● Increase in student participation</li> <li>● Decrease in ODRs</li> <li>● Increase in literacy and numeracy skills</li> <li>● Improved academic behaviors</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly after school Responsive Classroom Training (Kathleen Wylie)</li> <li>● Similar guidelines/posters in every classroom</li> <li>● Responsive Classroom books for strategies</li> <li>● Responsive Classroom mentors</li> <li>● Release time for Responsive Classroom teachers</li> <li>● SEL curriculum</li> <li>● Responsive Classroom Toolkit for staff</li> </ul>
<b>SEL curriculum</b>	<ul style="list-style-type: none"> <li>● Social Emotional Learning curriculum will be adopted and purchased</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in ODRs</li> <li>● Increased participation in Pleasant Place</li> <li>● Attendance increase</li> </ul>	<ul style="list-style-type: none"> <li>● PD about de escalation strategies</li> <li>● PPS staff</li> </ul>

Commitment 1

	<ul style="list-style-type: none"> <li>● Two new classes will be created: Liberating Minds and Liberating Society</li> <li>● Pupil Personnel Services will assist with delivering SEL curriculum</li> <li>● AVID binder check ins</li> </ul>	<ul style="list-style-type: none"> <li>● AVID binder check in</li> <li>● Increased participation in student mediation</li> <li>● Decreased course failures</li> <li>● Increased participation in mediation and restorative conversations</li> </ul>	<ul style="list-style-type: none"> <li>● De-escalation tools for classrooms(stress balls, etc)</li> <li>● Student SEL tool kit</li> <li>● Consistent check and connect system</li> <li>● Curricular revisions to encompass CRE and SEL</li> </ul>
<b>Community outreach</b>	<ul style="list-style-type: none"> <li>● Parent Universities</li> <li>● Monthly Donuts with Dad or Muffins with Mom</li> <li>● Parent Focus Group</li> <li>● Partnership with Cornell Cooperative Extension</li> <li>● Activism/Social Justice Panel</li> <li>● Create partnership with Mont Pleasant Neighborhood Association</li> <li>● Boys Day Out/Girls Day Out</li> <li>● Partnership with Y, Boys and Girls Club, Schenectady Urban Farms, Schenectady Green Market, SCAP, Girls, Inc</li> <li>● Increase in parent events</li> <li>● Partnership with Hometown Health</li> <li>● Creation of a Teen Advocacy Group</li> </ul>	<ul style="list-style-type: none"> <li>● Survey and opinions about MPMS improving</li> <li>● Increased attendance at MPMS functions</li> <li>● Check ins with parents</li> <li>● Increased and varied attendance at focus groups and parent university</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteers</li> <li>● Community Partners</li> <li>● Meals served at events</li> <li>● Buses for field trips/transportation for parents to school events</li> <li>● Community partners to participate in curriculum writing</li> <li>● Partnerships with community members who speak the</li> </ul>

Commitment 1

			heritage languages of our families
<b>PBIS</b>	<ul style="list-style-type: none"> <li>● Consistent school wide expectations</li> <li>● Consistent school-wide procedures</li> <li>● Behavioral Matrices</li> <li>● Students earning tangible items for being safe, responsible, and respectful</li> <li>● Monthly celebrations (attendance and grades)</li> <li>● Monthly character trait focus</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in PBIS points awarded</li> <li>● Decrease in ODRs</li> <li>● Increase in grades and attendance</li> <li>● Increase in staff and student morale as indicated by survey results</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations matrices</li> <li>● Donations of prizes</li> <li>● Professional Development for Staff</li> <li>● Teacher participation in PBIS</li> <li>● Student of the month</li> <li>● Recognitions and celebrations</li> </ul>
<b>OnBoard Program</b>	<ul style="list-style-type: none"> <li>● 8th grade students acting as mentors for 6th grade students</li> <li>● Student ambassadors for visitors to the building (including substitute teachers)</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in ODRs</li> <li>● Increase in attendance</li> <li>● Improved relationships among students</li> <li>● Increase in mentor meetings</li> <li>● Increased feeling of belonging and support as indicated by survey results</li> <li>● Fewer course failures</li> </ul>	<ul style="list-style-type: none"> <li>● Release time for teachers involved in program</li> <li>● Pairing of students</li> <li>● Staff support</li> <li>● Applications for mentors and mentees</li> <li>● Training for students</li> <li>● Meeting area</li> </ul>



Commitment 1

<b>TSS</b>	<ul style="list-style-type: none"> <li>● Increased opportunities to participate in TCIS training</li> <li>● Book clubs</li> <li>● Adults understanding behavior as a response to trauma</li> <li>● Understanding of ACES</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement in attendance and grades</li> <li>● Decrease in ODRS</li> <li>● Increased scores on Surveys on Culture and Climate from staff and students</li> </ul>	<ul style="list-style-type: none"> <li>● Training</li> <li>● Research</li> <li>● Book Club</li> <li>● Toolkit for staff and students</li> <li>● Clothes/resources - MPMS store</li> </ul>

## End-of-the-Year Desired Outcomes

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

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

Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)	
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>• I feel safe in the building</li> <li>• I have a positive relationship with at least one adult in the building</li> </ul>	Agree to strongly agree
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>• I feel supported and heard as a professional</li> </ul>	Agree to strongly agree
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>• I regularly hear from the school about my child's progress</li> <li>• The school is responsive to my needs</li> </ul>	Agree to strongly agree Agree to 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 2021-22 school year.

## Commitment 1

ODRs

Attendance

Course pass rates

Increased morale as indicated by survey responses

Stronger sense of belonging

Strong sense of community

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We will create and implement a tiered, building-wide math and literacy program so that our students are competitive members of the global academic community.</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>	<ul style="list-style-type: none"> <li>• The creation and implementation of building-wide focus on math and literacy will close the gap in academics building wide.</li> <li>• STAR scores show that our students are at least 1-4 years below grade level. This trend has remained consistent for the past several years.</li> <li>• The majority of our students have been engaged in online school and these programs will set a consistent environment for students' return.</li> <li>• When surveyed, students said that they would like to see more consistency between the classes and grade levels so they don't have to relearn techniques.</li> <li>• We know that our students respond to relationships they have created with their teachers and using similar strategies from year to year will make their transition between grades easier.</li> <li>• A consistent program that is intentional and implemented with fidelity will allow us to meet students where they are and support them as they progress. This commitment will allow us to develop our students basic literacy and numeracy skills.</li> </ul>

## 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?
<b>AVID/new classes/workshop model classes</b>	<ul style="list-style-type: none"> <li>7th grade students will take a course called Liberating Minds and 8th grade students will take a course called Liberating Society, both of which will aim to increase students' literacy skills through an AVID framework</li> <li>Math workshop classes will serve students in the classroom as well as using a pull out model</li> <li>Reading intervention classes will serve students as a pull out support</li> <li>GEC teachers will support students through the creation of Instructional Support Plans for students who struggle academically</li> <li>Assignment of classes will be based on student need and assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Increase in STAR test scores</li> <li>Increase in completion of assignments</li> <li>Increased attendance and participation in classes</li> <li>Increased state test scores</li> </ul>	<ul style="list-style-type: none"> <li>AVID training</li> <li>Liberating Minds/Liberating Society teachers</li> <li>Reading and math interventionists (using the workshop model)</li> <li>Funding for training, materials, and supplies</li> <li>GEC teachers</li> </ul>
<b>Interdisciplinary literacy</b>	<ul style="list-style-type: none"> <li>PDSA cycles</li> <li>Building wide strategies/CEL</li> <li>Cross curricular projects</li> </ul>	<ul style="list-style-type: none"> <li>Increased STAR test scores</li> </ul>	<ul style="list-style-type: none"> <li>Common planning time for teachers to</li> </ul>

Commitment 2

	<ul style="list-style-type: none"> <li>Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>Increased completion of assignments</li> <li>Increased attendance and participation in classes</li> <li>Increased state test scores</li> </ul>	<ul style="list-style-type: none"> <li>create and review data</li> <li>AVID training</li> <li>Training for different platforms such as Go Formative, canva, google, Nearpod, Peardeck, and other new technologies as they become available</li> <li>Literacy skills PD for teachers</li> <li>Literacy ToolKit for teachers</li> </ul>
IXL	<ul style="list-style-type: none"> <li>Incorporating IXL into math curriculum/lessons for student practice and data collection</li> </ul>	<ul style="list-style-type: none"> <li>Increased STAR test scores</li> <li>Increased completion of assignments</li> <li>Increased attendance and participation in classes</li> <li>Increased state test scores</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing IXL licenses for the district</li> <li>Teacher training on implementing IXL lessons</li> </ul>

End-of-the-Year Desired Outcomes

## Commitment 2

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	I feel confident utilizing reading and math strategies that I have learned this year	Agree to strongly agree
<b>Staff Survey</b>	I am confident that my teaching created transfer for students	Agree to strongly agree
<b>Family Survey</b>	I am aware of the strategies that my child's teachers are using to instruct my child	Agree to 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 2021-22 school year.

- All students to increase at least 1 grade level in Reading and Math STAR testing
- Higher percentage of proficient state test scores in both ELA and Math
- Increased attendance and participation in classes
- Decreased course failures
- Decreased number of students requiring interventions
- Increased number of students in advanced courses
- Survey results indicating students are confident in their learning

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We commit to being anti-racist educators and students so that all students have equitable academic opportunities and feel affirmed and in the school community
<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>	<ul style="list-style-type: none"> <li>• The school's vision recognizes all students as individuals coming from diverse backgrounds.</li> <li>• Being anti-racist is important because we must work against prejudice and inequity within our school system to create a safe and rigorous learning environment.</li> <li>• It is important that all students have equal access to high level opportunities.</li> <li>• Student voices echoed the need for an anti-racist education when more than half of the students surveyed said they felt there was racism in our school, specifically student to student.</li> <li>• Making a schoolwide commitment to being anti-racist aligns with our school, district and community beliefs and values.</li> </ul>



## 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?
Book Studies	<ul style="list-style-type: none"> <li>Quarterly, mandatory staff wide book studies will take place during the year to address implicit bias and allow for open discussions on race and racism.</li> <li>Release time from duty periods will be provided to allow teachers time to read</li> <li>Additional paid after school opportunities to dive deeper into book studies will be provided</li> </ul>	<ul style="list-style-type: none"> <li>Staff will reflect on our own beliefs/bias</li> <li>Decrease in ODRs</li> <li>Increase in staff and student attendance</li> <li>Successful completion of growth plans</li> </ul>	<ul style="list-style-type: none"> <li>Team / committee</li> <li>Money</li> <li>Books</li> <li>Participants</li> <li>Common planning time</li> <li>Release time from teacher duties</li> </ul>
PBIS	<ul style="list-style-type: none"> <li>Detailed school wide behavior and positive reinforcement plan to create an safe, respectful, and responsible learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in referrals</li> <li>Increase in engagement</li> <li>Increase in student and staff attendance</li> </ul>	<ul style="list-style-type: none"> <li>Team / committee</li> <li>Money</li> <li>PBIS rewards program</li> <li>Teacher support/participation</li> <li>Building wide signage</li> </ul>
Restorative Practices	<ul style="list-style-type: none"> <li>Allow for more equity in how negative behaviors are addressed</li> <li>allow more opportunity for student</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in referrals and ISS</li> <li>Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Team / committee</li> <li>Money</li> </ul>

Commitment 3

	<ul style="list-style-type: none"> <li>voice (Oops, Ouch, Fix)</li> <li>Circle up days (quarterly)</li> <li>Bi-weekly circles</li> </ul>	climate/culture of school	<ul style="list-style-type: none"> <li>Training/Professional Development</li> <li>Reflection sheets</li> <li>Designated re-teaches for admin paras (admin para toolkit)</li> <li>Student of concern form</li> </ul>
Summer PD	<ul style="list-style-type: none"> <li>CRE training with Dr. Sealey Ruiz</li> <li>Curriculum training with Dr. Ghody Muhammad</li> <li>AVID training</li> </ul>	<ul style="list-style-type: none"> <li>Audit of curriculum through an anti racist lens</li> <li>Additions to curriculum/materials (texts) to make sure it is both inclusive and representative</li> </ul>	<ul style="list-style-type: none"> <li>Participants</li> <li>Money</li> <li>Trainer</li> <li>Teacher commitment to implementation of curricular updates using an anti-racist lens</li> </ul>
ARBLT	<ul style="list-style-type: none"> <li>Team will use anti-racist lens when looking at school wide policies, procedures, and goals</li> </ul>	<ul style="list-style-type: none"> <li>ARBLT meetings</li> <li>Decrease in disproportionality</li> <li>Building wide communication of meeting outcomes</li> </ul>	<ul style="list-style-type: none"> <li>ARBLT committee</li> <li>New members will participate in ARBLT training</li> <li>ARBLT members will participate in writing the SCEP</li> <li>Money</li> <li>Review of Code</li> </ul>

Commitment 3

			<ul style="list-style-type: none"> <li>of Conduct</li> <li>Guidelines for courageous conversations and time to practice</li> <li>ARBLT toolkit</li> </ul>
Responsive Classroom	<ul style="list-style-type: none"> <li>Establish classrooms where every student feels safe, respected, and responsible. All students feel significant.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in referrals</li> <li>Increase in attendance</li> <li>Decrease in course failures</li> <li>Increase in STAR scores</li> </ul>	<ul style="list-style-type: none"> <li>Team / committee</li> <li>Money</li> <li>Training</li> <li>Materials</li> <li>Release time</li> <li>Teacher mentors</li> </ul>

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	I feel like a respected member of my school community	Agree to strongly agree
<b>Staff Survey</b>	I feel like a respected member of the school community	Agree to strongly agree
<b>Family Survey</b>	I feel like a respected member of the school community	Agree to 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 2021-22 school year.

- Increase in attendance (both students and staff)
- Decrease in ODRs
- Decrease in disproportionality
- Improved climate and culture
- Increased attendance at school events

## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We commit to decreasing chronic absenteeism by 15% so that our students are being well prepared to be effective and contributing members of society
<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>	<ul style="list-style-type: none"> <li>• Our school's vision is to be a "safe and caring community where all students have access to engaging and rigorous academic opportunities, are active participants in their own learning, and are fully supported to develop to their greatest potential." This vision cannot reach attainment if our students are not present.</li> <li>• This emerged as an area of focus when we looked at our school data. During the 20-21 school year, virtual school was a change for everyone. Our percentage of students in attendance never reached above 83% and, at its lowest, dipped into the 60% range.</li> </ul>

## 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?
<b>#ProjectBeHere</b>	<ul style="list-style-type: none"> <li>We will begin goal setting around attendance the first week of school. Students will be taught to monitor their own attendance using Infinite Campus and will be given time to check it daily</li> <li>Parents will be trained to use Infinite Campus to track student attendance</li> <li>We will have regular attendance celebrations</li> <li>Attendance raffles</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism will decrease</li> <li># of students accessing IC daily will increase</li> <li># of parents accessing IC daily will increase</li> </ul>	<ul style="list-style-type: none"> <li>Goals set weekly</li> <li>Regular celebrations</li> <li>Staff training (train the trainer) in IC (Sarah Karl and Miriam Rendon)</li> <li>Community partnerships</li> <li>AVID</li> </ul>
<b>PBIS attendance related celebrations</b>	<ul style="list-style-type: none"> <li>We will celebrate perfect attendance, great attendance, and improved attendance regularly</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism will decrease.</li> <li>The number of students participating in celebrations will increase</li> </ul>	<ul style="list-style-type: none"> <li>Celebration space</li> <li>PBIS certificates</li> <li>Attendance incentives</li> <li>Staff and community support</li> </ul>
<b>Attendance committee will meet</b>	<ul style="list-style-type: none"> <li>We will begin meeting the first week of school to reach out to</li> </ul>	<ul style="list-style-type: none"> <li>Chronic absenteeism will decrease</li> </ul>	<ul style="list-style-type: none"> <li>Staff support</li> <li>Family support</li> </ul>

Commitment 4

<b>bi-weekly to track data</b>	<p>students who have not been in attendance.</p> <ul style="list-style-type: none"> <li>● Tiered attendance interventions will be put into place</li> <li>● Individual attendance plans will be made as needed</li> <li>● Barriers to attendance will be uncovered and broken down</li> <li>● Attendance plan will be created to include teacher phone calls after 3 consecutive absences</li> </ul>	<ul style="list-style-type: none"> <li>● % in attendance will increase</li> <li>● Frequency with which letters and phone calls and home visits pertaining to attendance are made will increase</li> </ul>	<ul style="list-style-type: none"> <li>● Community support</li> <li>● Scheduled time (for teachers) to make phone calls</li> <li>● Attendance Para</li> <li>● home visits, phone calls, letters</li> <li>● PLP/Contact log</li> </ul>
<b>Attendance PDSAs</b>	<ul style="list-style-type: none"> <li>● Teams will dedicate one PDSA per quarter to an attendance related goal</li> </ul>	<ul style="list-style-type: none"> <li>● chronic absenteeism will decrease</li> <li>● Percentage of students in attendance will increase</li> </ul>	<ul style="list-style-type: none"> <li>● Common planning time</li> <li>● Individuals to run data reports</li> <li>● Shared drive to maintain data and plans</li> </ul>
<b>Monthly sharing of attendance data</b>	<ul style="list-style-type: none"> <li>● Each teacher will be given their student attendance data monthly and will be asked to reflect and goal set around increasing period by period attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Period by period attendance will increase</li> </ul>	<ul style="list-style-type: none"> <li>● Common planning time</li> <li>● Individuals to run reports</li> <li>● Release time from duty periods to work on goals</li> <li>● Attendance toolkit</li> </ul>

## Commitment 4



## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	I know how to use IC to monitor my own attendance	Strongly agree
<b>Staff Survey</b>	I feel comfortable instructing students to set and meet attendance based goals	Strongly agree
<b>Family Survey</b>	I know how to use IC to monitor my students attendance I monitor my student's attendance...	Strongly agree At least weekly

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.

90%+ positive attendance

100% of students accessing Infinite Campus weekly

## 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.

### 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	Restorative Practices
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Numeracy and Literacy - students will see themselves as productive and essential members of the classroom and behaviors will be minimal. As a result, instructional time will be spent on teaching and learning instead of discipline</p> <p>Attendance - as students see themselves as essential and valuable members of their community, they will want to be in school and will feel a sense of collectivism and responsibility to the learning community</p>

#### Evidence-Based Intervention

Antiracist Educators - the goal of antiracism is to recognize, name, and dismantle oppressive systems. Punitive forms of discipline that “other-ize” students will be eliminated as restorative practices are used to correct student behavior and re-teach prosocial skills

As the use of restorative practices is relationship based, and seeks to repair any harm that has been done, it is an essential piece of this commitment.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must</b>	

## Evidence-Based Intervention

<b>include a description of the research methodology</b>	
--	--

## 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
Nicole Biette	Principal
Joe coleman	Assistant Principal
Jason Breh	Assistant Principal
Kathleen Bemis	Teacher
Nicole Forth	Teacher
Michele Stewart -Mannino	Teacher
Sarah karl	Teacher
Allison Bonheim	Teacher
Nancy Gauthier	Teacher
Kenia Bustillo	School counselor
Anna Robinson	Parent Liaison
Jannetta Briscoe	Parent
Renee Crockett	Parent
Kaylei Gonzalez	student
Brazille Shepherd	student
Miriam Rendon	teacher
Shireen Bogue	teacher
Martha Oldfield-Maser	teacher

## 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
<i>Example: 4/6/21</i>			x	x		
6/9/2021					X	
10/1/2020			X			
11/5/2020			X			
<b>2/3/2021</b>			X			
<b>2/22/2021</b>			X			
<b>3/11/2021</b>		X				
<b>4/26/2021</b>	X			x		
<b>5/3/2021</b>		X		X	x	
<b>6/3/2021</b>		X		X	X	X
<b>7/8/2021</b>					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**

In interviewing students, we were able to view the strengths and weaknesses of our building through their eyes. This informed what we determined to be our commitments. The commitment to be antiracist educators and many of the strategies we chose occurred through reflection of what students said about the building

### Equity Self-Reflection

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

The equity self reflection allowed our team to see what we do well, and how we can grow. We focused a great deal on disproportionality, which informed the strategies we chose for our commitments.



## 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.