



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Patchogue-Medford UFSD	South Ocean Middle School	6-8

Collaboratively Developed By:

The South Ocean SCEP Development Team, Dr. Timothy Piciullo, Dr. Paula Mays, Dr. Shannon Ott, Mr. John Cipriano, Ms. Jessica Cordova, Ms. Jennifer Pollock, Ms. Vanessa Kittilsen, Mr. Ryan Jones

And in partnership with the staff, students, and families of South Ocean 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 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.

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 I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing opportunities for every student to build social and emotional skills within a school environment that is culturally responsive and supportive.</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>The social -emotional health of our youth and a supportive school environment that is culturally responsive continue to be high priorities at South Ocean Middle School. We launched strategies to address this commitment during the 2021-22 school year and observed evidence of success. There is more we can do to extend and expand this priority as outlined in this plan.</p> <p>Student interviews and survey data reveal a need for restorative circles and communication skills to engage in respectful dialogue with peers and adults. Students expressed concern about the school's actions to address bullying and the interest level of their classes.</p> <p>The team recognizes that learning is multi-dimensional, incorporating social, emotional and cognitive domains. Responses from the Equity Self-Assessment tool led the team to prioritize a culturally responsive curriculum in which students find relevance and identity within a welcoming and affirming school environment. Student survey data indicated that 56.5% of students feel welcomed and part of the school. We will continue to implement strategies so that 90% of students feel welcomed.</p>

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?
Restorative Circles conducted as part of class routine	Once/month, teachers will conduct a circle so that students have opportunities to learn respectful discussion protocols and discuss meaningful issues and topics as well as topics related to student social-emotional health. The building leaders will ensure that teachers are provided with ideas for discussion and for the teaching of communication skills and protocols.	Decrease in discipline referral data when compared to 2021-22 school year.	School leaders will provide teachers with ideas to help teachers integrate circles with content and concerns of their students.
Professional learning related to Restorative Practices and Circles	Learning for staff will be provided in both PDP morning sessions and/or during PLC time. The Dean of Students will assist with the professional learning sessions.	Staff will share experiences with circles and professional learning success determined by feedback, Exit Tickets, from staff and Dean of Students	Professional learning for teachers serving grades 7 and 8 will be provided. Professional learning was provided to grade 6 teachers during the 2021-22 school year. Purchase Books: <i>Circle Forward</i>

Commitment 1

<p>Support Staff Working in Classrooms</p>	<p>Counselors will visit classrooms once/quarter to lead discussions with students and visit classes two to four times/quarter to work with the Naviance, Career program. Social Workers and Psychologists will also visit classes to provide supports as per schedule to be developed and coordinated by and between the Directors of Guidance and SEL and the Principal.</p>	<p>Decrease in bullying referrals and at-Risk Assessments completed by Support Staff</p>	<p>Schedule and topic support</p>
<p>Data Review by Teacher Teams</p>	<p>Monthly meetings to gather, analyze and communicate key student social-emotional information to staff and/or families. Students at risk will be discussed.</p>	<p>Agendas, minutes, and Survey benchmarks, will provide feedback</p>	<p>Schedule</p>
<p>Lead Teacher Position And Professional Learning for Staff</p>	<p>Lead teacher will conduct Professional Learning sessions for teachers to integrate SEL into all content areas.</p>	<p>Feedback provided to school leaders related to the impact of the position</p>	<p>Stipend</p>
<p>Student Focus Groups</p>	<p>Student focus groups will meet quarterly and will highlight student life topics including opportunities to co-design extra-curricular activities, Lunch with M & M (Dr Mays and Ms. M) and Dean of students' focus groups on culture</p>	<p>Feedback from students attending focus groups</p>	
<p>Student Self-Reflection Rubrics</p>	<p>Students complete reflection rubrics to monitor social emotional health and gather opinions from students on their school experience during Restorative Circle time.</p>	<p>Gather feedback from students in their focus groups related to helpfulness of the rubrics. Feedback from students on a survey. Feedback from teachers.</p>	

Commitment 1

	Staff design or utilize evidenced based rubric elements related to Social Emotional Health		
Public Service Announcements	Students will develop communication and presentation skills related to the delivery of culturally relevant topics, cultural identities, current events etc. to increase student awareness of key topics such as bullying	Feedback from student audience and student presenters.	
Bilingual Morning Announcements (English, Spanish)	Opportunity to share cultural identity and strengthen skills for students delivering announcements and those receiving communication. 60% of homes of South Ocean students are Spanish speaking	Feedback from student audience and presenters.	
Peer Leaders/Mediation Program	Students in grades 6,7,8 are selected to apply for the program, and will receive training to assist their peers in resolving conflicts.	Decrease in discipline referrals and recidivism rate.	Schedule
Provide multiple perspectives or lenses with which to view the world through social events and classroom lessons.	Planning and organizing social events that include participation of all students, where students take an active role in planning and organizing events, in order to build relationships and social skills and provide opportunities to understand multiple perspectives and cultural contributions. Activities may include, club fairs, assemblies, family nights, cultural celebrations.	Monitor attendance and club participation. Use SEL survey to gauge student perspectives in materials.	

Commitment 1

Communication to all staff and families about SEL initiatives/activities	Ensure all activities are made known including the purpose and outcomes of each initiative. Utilize Parent Square to inform families of events and commitment progress	School leaders will ensure communications are delivered in writing.	
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Commitment 1

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 <i>(e.g. % agree or strongly agree)</i>	
Student Survey	S39. I feel welcomed and part of my school.	90%	
	S38. Our School deals effectively with bullying	75%	
Staff Survey	S61. We have an effective system for developing and building student social- emotional health.	90%	
	S75. Our school has a positive and upbeat school culture	75%	
Family Survey	S34. School staff work to support student social-emotional well-being.	75%	
	S40. Teachers support children’s emotional needs, increasing their confidence as learners.	75%	
	F41. Our school actively engages our family in conversations around student needs/progress.	75%	

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.

Commitment 1

By June 2023, we will observe

- A decrease in student discipline referrals and recidivism rates when compared to the 2019-20 school year data.
- A decrease in bullying referrals and “At Risk” Assessments completed by Support Personnel when compared to 2019-20 school year data.
- Quantitative and qualitative data collected related to the impact of Restorative Circles
- Director review of curricular materials using a tool to measure the extent to which the curriculum represents all cultures and student identities

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students.</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 all students must have access to a rigorous, standards -based curriculum. The team recognizes the need to differentiate instruction and noted that responses from students during the interview process indicate they have not developed the stamina needed to sustain effort as they return from disruptive years during the pandemic. Students who have made strong progress, indicate they would like greater challenge.</p> <p>The school improvement team recognizes that when we identify students' needs in mathematics and English Language Arts, we can teach targeted skills using specific learning strategies including, vocabulary development, higher order thinking and differentiated instruction, so that students will increase their performance.</p>

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?
Use Webb’s Depth Of Knowledge tool with a focus on level 3 and 4 across all content areas to increase critical thinking.	Webb’s DOK provides a frame of reference for cognitive demand and is a tool that teachers will use to promote rigorous instruction and assessment of learning.	Student work samples and feedback from teachers	Provide materials, provide PDP and PLCs
Create Lead Teacher Position	to monitor progress toward our commitment	Feedback from teachers on impact of position	Stipend
Provide Professional Learning for Staff on Webb’s Depth of Knowledge tool	PDP sessions	Feedback on PDP sessions, exit tickets.	Schedule
Continue to focus on Differentiated Instruction in all content areas	Content, process and product. Share materials in shared drive.	Student work samples to illustrate Differentiation, Focus Groups – feedback from students	Funding for outside consultant.
Student self-Assessment Rubrics to monitor progress toward learning targets	Students will use rubrics within their science courses to monitor their progress toward mastery of learning targets to promote student ownership of learning and responsibility.	Feedback from teachers and students	

Commitment 2

Rubrics	Teachers will develop rubrics for grading and share these with students in advance so they can understand how to reach mastery.	Student survey, focus groups	PDP, PLCs, shared resources by content area teachers
Comprehension, including vocabulary focus with Informational text	Using evidenced based strategies to comprehend informational text in all content areas. Continue a focus on vocabulary to understand text. Identified by iReady as areas that need improvement Provide Professional learning related to standardized text coding and annotation strategies and how to find evidence to support a claim Develop, share, implement common text annotation strategies across content, Lead teacher will develop and share with Directors.	iReady Assessment on Reading Comprehension Teacher reflection on student performance.	Schedule PD for annotation and purchase resource material
Level Up Club - afterschool Support opportunity	Provide once per week club where students can work with a teacher on their individual My Path iReady or work on homework 4 days/week	Monitor based on club attendance	Stipend for a teacher to advise

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	T16. My teachers present information in a way I understand.	85%
Staff Survey	C27. Teachers actively use data to differentiate instruction.	90%
Family Survey	C11. Our school has a strong curriculum that meets the needs of my child(ren). T25. My child(ren) says that their teachers explain things in different ways so they understand.	75%

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 2022-23 school year.

We will increase the percentage of students who met their annual typical growth rate on the Ready Assessment in reading to 65%.

We will increase the percentage of students who met their annual typical growth rate on the i-Ready Assessment in mathematics to 70%.

Commitment 3

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?

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey		
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 2022-23 school year.

Commitment 4

Commitment 4

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This will provide the foundation for success for multiple strategies listed in this plan, especially for commitment 2.

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team’s Process

Background

NYSED requires that the S CEP 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 S CEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Dr. Timothy Piciullo	Principal
Dr. Paula Mays	Assistant Principal
Mr. John Cipriano	Teacher
Ms. Jessica Cordova	Teacher
Ms. Jennifer Pollock	Teacher
Dr. Shannon Ott	Director of Special Education
Mr. Ryan Jones	Lead Teacher
Ms. Vanessa Kittilsen	Lead Teacher, Dual Language 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 (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
June 1, 2022	X					
July 1, 2022		X				
July 18 2022			X	X	X	
July 19 2022				X	X	
July 22, 2022					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 informative, insightful and helpful in understanding the perspectives of the students, especially their reflection on the previous school year during the pandemic. Students offered suggestions for ensuring that all students feel accepted and respected including getting to know and understand one another through group work assignments and building wide social activities. The student responses directly influenced the team's commitments and strategies to reach these priorities.

Equity Self-Reflection

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

The Equity Self Reflection tool and subsequent discussion allowed us to deeply consider our collective and individual understanding and progress toward each element. The team recognizes the need to ensure that all students feel respected and supported within a welcoming and affirming school environment. Expanding our curricula to include culturally relevant materials along with instructional methods that are culturally responsive are desired. Our plan offers students greater choice in literature and a wide variety of activities to build social skills

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.