New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

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, Mr. John Cipriano, Ms. Jessica Cordova, Ms. Jennifer Pollock, Ms. Kristin Pucilowski, Suzanne Berenz and Lee Ann March.** *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 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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 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

What is one commitment we will promote for 2021-22?	**We commit to providing opportunities for every student to build social and emotional skills within a school environment that is culturally responsive and supportive.**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	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 interviews reveal a desire to connect with peers and to learn in a "fun", engaging manner. During the pandemic disruption of the 2020-21 school year, students experienced feelings of isolation. Interviews also revealed that organizational supports, such as self -monitoring of learning, and student focus groups will provide us with feedback about student ownership of learning and social-emotional health. We believe this commitment will build positive relationships and meaningful learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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?
Restorative Circles	Small group Restorative Circles will meet every day in a classroom for a set time. Students will have opportunities to learn discussion protocols and discuss meaningful issues and topics.	Decrease in discipline referral data when compared to 2019-20 school year.	Schedule and space considerations have been addressed.
Professional learning related to Restorative Practices and Circles	Learning for staff will be provided in both PDP morning sessions or afterschool sessions conducted by the Dean of Students.	Professional learning success determined by feedback, Exit Tickets, from staff and Dean of Students	Schedule
Support Staff Working in Classrooms	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.	Decrease in bullying referrals and at-Risk Assessments completed by Support Staff	Schedule and topic support
Data Team	Monthly meetings to gather, analyze and communicate key student social-emotional information to staff and/or families.	Agendas, minutes, and Survey benchmarks, will provide feedback	Schedule
Lead Teacher Position And Professional Learning for Staff	Lead teacher will conduct Professional Learning sessions for teachers to integrate SEL into all content areas.	Feedback provided to school leaders related to the impact of the position	Stipend

Student Focus Groups	Meet with students to co-design extra-curricular activities	Feedback from students attending focus group	Schedule
Self- Reflection Rubrics	Students complete reflection rubrics to monitor social emotional health and gather opinions from students on their school experience during Restorative Circle time. Staff design or utilize evidenced based rubric elements related to Social Emotional Health	Gather feedback from students in their focus groups related to helpfulness of the rubrics. Feedback from students on a survey. Feedback from teachers.	
Public Service Announcements	Students 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.	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.	1. 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	Monitor attendance and club participation. Use SEL survey to gauge student perspectives in materials.	

	and cultural contributions. Activities may include, club fairs, assemblies, family nights, cultural celebrations. 2. This strategy will include a review of curriculum to ensure multiple perspectives are embedded within units of study and lessons.	Directors utilize a tool to measure the extent to which the curriculum addresses a variety of cultural perspectives.	

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)
Student Survey	S39. I feel welcomed and part of my school. S41. Our school has clubs, activities, and events that interest students.	90%
Staff Survey	S61. We have an effective system for developing and building student social- emotional health.	90%
Family Survey	S34. School staff work to support student social-emotional well-being. S40. Teachers support children's emotional needs, increasing their confidence as learners. 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 2021-22 school year.

- Decrease in student discipline referrals and recidivism rates when compared to the 2019-20 school year data.
- 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

What is one commitment we will promote for 2021-22?	We commit to providing opportunities to build cognitive skills and meaningful and relevant learning opportunities to engage all students
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Our school Improvement team completed and discussed the Equity Self- Assessment Survey. It was noted that 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 are trying their best and working hard, even when they struggle. Students who have made strong progress, indicate they would like greater challenge. 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.

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?
Use Webb's Depth Of Knowledge tool 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
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
Differentiated Instruction in all content areas	Choice boards, iReady data in reading and math,	Student work samples to illustrate Differentiation, Focus Groups – feedback from students	Schedule PD and purchase resource materials.
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	
Vocabulary Development	Using evidenced based strategies to increase Tier 2 vocabulary across all content areas. Identified by iReady as areas that need improvement	iReady Assessment on Vocabulary	Schedule PD and purchase resource materials

Comprehension, Informational text	Using evidenced based strategies to comprehend informational text in all content areas. 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	iReady Assessment on Reading Comprehension	Schedule PD and purchase resource material
iReady Club afterschool opportunity	Provide once per week club where students can work with a teacher on their individual My Path iReady	Monitor based on club attendance	Stipend for a teacher to advise

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)
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%

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.

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%.

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	Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	School leadership is second only to teaching in terms of all factors influencing student achievement. Therefore, this evidence- based intervention strategy will support all of the commitments in this plan.

☐ 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 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
Dr. Timothy Piciullo	Principal
Dr. Paula Mays	Assistant Principal
Mr. John Cipriano	Teacher
Ms. Jessica Cordova	Teacher
Ms. Jennifer Pollock	Teacher
Ms. Kristin Pucilowski	Director of Special Education
Suzanne Berenz	Parent
Lee Ann March	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
7/15-16 /21	X					
6/7/21, 6/9/21,		X				
7/15/21			X	X	X	
7/19/21				X	X	X
7/27/21				X	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
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. Interviews with students indicated their interest in making social connections again after a disruptive pandemic experience of remote and hybrid learning. 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.

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.