



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Riverhead Central School District	Riverhead Middle School	7 & 8

**Collaboratively Developed By:**

The Riverhead Middle School SCEP Development Team  
(Dr. Stephen Hudson, Jeannine Campbell, Laura Arcuri, Kimberly Birong, Shannan Miranda, Cheryl Walsh Edwards, Vanessa Cruz, Mike Mihaley, Jacqueline Scala, Alicia Philips, Kristin North-Hughes, Natasha Coach-Strong)

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

## Guidance for Teams

### Template

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

### Commitments and Strategies

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

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

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

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

### Resources for the Team

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

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

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to expose students to rigorous content and questioning they will encounter in secondary education.</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>	<p>The motto of the school is to be <b>R</b>esponsible, <b>M</b>otivated, <b>S</b>uccessful. Throughout the school building there are visual displays to be responsible, motivated and successful. Being responsible, motivated and successful starts in the classroom with class discussions and curriculum.</p> <p>The focus for the school is to continue building a scope and sequence amongst the departments as well as the use common language used throughout quarterlies. Staff will create documents using a shared folder on Google Drive. This will promote vertical planning by allowing all staff to view what is being taught across all grades and subject areas.</p> <p>The members of the team acknowledge the importance of the statement, "learning is multidimensional.". Our goal is to create a learning environment where all students have access to academic support, higher level thinking questions and discussions to achieve success. We want all students to be engaged in learning that is meaningful.</p> <p>This commitment will assist with providing the staff the opportunity to develop consistency within each discipline. provide students with the tools necessary to be able to see growth in assessments, assignments and build their self-confidence.</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?	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>Staff Professional Development through New York Therapy</b>	New York therapy will conduct walk throughs, modeling, provide feedback and professional development to staff.	<p>Gather feedback from staff, New York Therapy will conduct observations and administration walk throughs</p> <p>By October, we will have a schedule that will outline days/times for New York Therapy to work with staff.</p>	Schedule – Time needs to coordinate schedule between the school and the providers.
<b>Develop common rigorous quarterlies for each subject area</b>	<p>During team planning sessions, teams will develop quarterlies using similar rigorous language for questions on assessments, assignments and class discussions.</p> <p>ELA coordinators (7<sup>th</sup> and 8<sup>th</sup> grade) will meet with the grade level team to discuss, plan and write quarterlies. The coordinators will develop writing prompt(s) for the students to complete. The coordinators will score the writing prompts and provide feedback to staff and students.</p>	<p>Teams will track student progress using the quarterly assessments.</p> <p>By the end of each quarter, the team will analyze the data provided by focusing on questioning and written responses.</p>	<p>Schedule – time in grade level team meetings</p> <p>Substitute teachers will be provided (when possible) for departments to meet and develop common quarterlies.</p>

Commitment 1

<p><b>i-Ready Assessments</b></p>	<p>Students will take i-Ready assessments twice a year (Fall and Spring). Staff will use assessment data to track growth and areas of need.</p> <p>Students and staff will have access to i-Ready instructional resources.</p>	<p>The staff will compare Fall data to the previous year (Spring) assessments. Similarly, a comparison of Fall and Spring scores will be reviewed.</p> <p>Students will be able to track their own growth in i-Ready.</p>	<p>Time and schedule – Schedule block of time for the students to take the assessment. Common planning periods to review data.</p> <p>Schedule – PD for staff</p> <p>Iready – Site access</p>
<p><b>Vertical planning among grade level and departments</b></p>	<p>Using a common platform – google drive to create folders for each grade and subject area.</p>	<p>In September, Build a scope and sequence amongst departments.</p> <p>A Google folder will be shared with all staff. In doing this, it will make sharing documents and resources amongst staff readily assessable.</p> <p>Common vocabulary and questioning strategies will be used in all content areas.</p>	<p>Schedule - Common planning time for grade level teams</p> <p>Substitute teachers will be provided (when possible) for departments to meet and develop common quarterlies.</p>
<p><b>After School Academy</b></p>	<p>After School Academy program targets specific students in need of academic support in an intimate small group setting.</p>	<p>Discussion of students during team planning meetings.</p> <p>Use of informal check-ins.</p> <p>Student attendance will be taken daily.</p>	<p>Bus transportation for after school clubs, materials for clubs, staffing stipend for teachers teaching after school clubs, staff to organize and lead clubs.</p>

Commitment 1

		Check ins with teacher to ensure that students are making progress.	
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## 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 my teachers know the real me.	85% agree
	I feel comfortable seeking help from the school staff.	90% agree
	I am provided the opportunity to participate in class discussions.	85% agree
<b>Staff Survey</b>	I am provided planning time to meet with my grade level team.	90% agree
	I have the necessary resources to meet the needs of students.	90% agree
	I have opportunities to learn from a range of colleagues.	85% agree
<b>Family Survey</b>	Our school has conferences for families, students, and teachers to talk.	85% agree
	Teachers provide information to families which help students at school.	85% agree
	I feel comfortable supporting my child with assignments at home.	80% agree

## Commitment 1

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.

ELA iReady “At or Above Grade Level”: 65% (previous 33%)

Math iReady “At or Above Grade Level”: 65% (previous 35%)

95% of quarterly assessments will use rigorous questions in all content areas.

90% of staff will utilize the google drive to upload their scope and sequence.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to ensuring that every child feels safe, respected, supported, and has a true sense of belonging while in the building.</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>	<p>Students and staff had to endure many uncertainties and changes throughout the past year and half. This included different learning styles and using technology such as google classroom and zoom. In addition, students and staff had to endure wearing masks, face shields and remain socially distanced from their peers.</p> <p>During our student interviews, students shared that they felt isolated from their peers. Students reported that they missed out on many opportunities such as end of the year activities: school dances, field day, socializing with friends, sports, and after school clubs. Since sports were on a modified schedule and not all after school clubs were able to be held, student participation decreased.</p> <p>As the team completed the Equity Self Reflection, we decided that we will strive to conduct more student interviews/surveys, to learn more about our student cultures and communities by highlighting and celebrating our diversity and interests.</p> <p>We believe that every student should feel safe and supported at school. The school motto of being <b>R</b>esponsible, <b>M</b>otivated and <b>S</b>uccessful can be heard and seen throughout the school building. Our goal is to continue to strive to make sure that all of the students know that they are a valued member of the school community.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Recognition of student achievement</b></p>	<p>Teachers will submit student recognition nominees every quarter. Student nominees will not be based on solely academics. Students can be recognized on any improvements that the teachers have observed.</p>	<p>Students will be nominated by their teachers. The goal is for students to be excited about being recognized.</p> <p>End of each Quarter, during the student’s lunch periods.</p> <p>By January, Student attendance will increase and student discipline will decrease.</p>	<p>Scheduling of the recognition events</p>
<p><b>Quarterly Challenges</b></p>	<p>The Social Worker Department will create quarterly challenges for the students to encourage student engagement and increase school culture. <u>Example:</u> Attendance challenge, heart challenge (send positive messages to peers)</p> <p>The social worker department will share their enthusiasm with the school community.</p>	<p>In the beginning of each quarter, the department will introduce the challenge to the staff and students. Increase student participation and school pride. Staff will build up the events and students will participate.</p> <p>By January, we will see an increase student participation and attendance</p>	<p>Scheduling and creating quarterly challenges</p>

Commitment 2

		and a decrease in student discipline.	
<b>Socratic Circles</b>	Social workers will work with a group of students to discuss school topics that matter to the students and brainstorm solutions.	<p>Students will use the techniques and strategies in social settings</p> <p>A survey will be shared with the student body at the end of each quarter.</p> <p>Social workers will work with a group of students to gather feedback to share with administration.</p>	<p>Time to schedule the Socratic circles</p> <p>Creation of the student participation list</p>
<b>Peer leaders</b>	<p>Students will learn and practice communication skills, role-playing, public speaking, team building, leadership skills and stress management.</p> <p>Students will attend meetings with the peer advisors.</p>	Students conduct a classroom presentation to peers in other buildings.	Time to plan and schedule events.

## 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 am provided many opportunities to participate in school activities.	95% agree
	I have adults in the building that can help me with concerns or issues.	85% agree
<b>Staff Survey</b>	Student success are celebrated within the school.	85% agree
	I know who to contact when a student comes to me with a concern.	95% agree
<b>Family Survey</b>	If my child(ren) has a problem, people are there to help.	85% agree
	The school staff helps students identify causes and solutions of school problems.	85% agree

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 2021-22 school year.

By January, there will be an increase in student participation in quarterly challenges. (95%)

By June, Students will utilize the strategies and techniques shared through social group circles into social settings. (80%)

Having 85% of staff agreeing with the statement, student successes are celebrated within the school.

Having 95% of staff agreeing with the statement, I know who to contact when a student comes to me with a concern.

## 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>	
<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>	

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?

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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 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>	
<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>	

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?

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

## 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We commit to expose students to rigorous content and questioning they will encounter in secondary education. Professional Development through New York Therapy and through grade level team meetings.

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 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
Dr. Stephen Hudson	Principal
Jeannine Campbell	Assistant Principal
Laura Arcuri	Assistant Principal
Kimberly Birong	Math AIS Teacher
Shannan Maida	Special Education Math Teacher
Cheryl Walsh Edwards	English Teacher
Vanessa Cruz	Social worker
Mike Mihaley	Special education English teacher
Jacqueline Scala	Resource Room/ICT
Alicia Philips	Social Worker
Kristin North-Hughes	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
<i>Example: 4/6/21</i>			x	x		
05/26/2021		X				
06/01-06/04	X					
06/09			x	X		
06/24					X	
06/28-06/27					x	
07/01					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**

After the student's interview process, the team reflected on what the students have endured the pass year and half. The students articulated what they feel they missed out on and what they are most proud of. In listening to our students, we recognized what they lost and what is needed to support them for the year ahead. As a team, we know that the students will need to immersed in a positive, safe learning environment. Students will be supported both academically and emotionally with programs and staff in place.

### Equity Self-Reflection

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

The Equity Self-Reflection helped the team evaluate how the school supports an equitable learning environment for all students. The team used the responses from the self-reflection to choose the commitments and what was needed to support each commitment to ensure a successful implementation.

## 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.