School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Buffalo Public Schools	MST 196	5-8

Collaboratively Developed By:
The MST 196 SCEP Development Team

Bethany Brown…… principal

Michael Gruttadauria…..5th grade special education teacher

Renee Kasinowicz…..5th grade teacher

Nowel Eloudi……6th grade teacher

Patrizia Casali……ESL teacher

Christina Carducci…..School psychologist

Cassandra Houston…..parent

Taneshia Davis……parent

Brian Farmel………parent

Taneka Davis……..student

Robert Jones………student

And in partnership with the staff, students, and families of MST 196

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 cultivating a school environment where every child feels safe, respected, supported and has a true sense of belonging.
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 vision at MST 196 is to develop and empower the whole student to be a leader. All students have the potential to recognize and grow in their genius. For over a year, we have been separated into virtual and in person. We have been following social distancing guidelines and protocols. Interviews with students as well as parents, have all said that being apart is the biggest obstacle of this year. All events (parent and student orientation, several parent meetings for each return plan, grade-level town halls, lunch bunches, parent-teacher conferences and 8th grade moving up) were virtual. These events helped us to build community but not individual relationships. Our focus on the whole child was interrupted by school closure and the virtual learning option. Meeting the needs of all students was challenging. As a community, we were able to grow and come together given various factors, including more parents attending virtually than have attended in-person events in the past. We also had less limitations on being able to meet as a staff due to less scheduling restrictions. We want to prioritize restoring and developing connections within our school to strengthen our culture so that we can meet the needs of the whole child.

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?
Increased emphasis on restorative circles	Staff training on Post-Covid SEL needs and Restorative Circles (August/September) Expectations will be articulated for the implementation of restorative circles. Teachers will be supported with implementation through both District and school-based support staff. Teachers meet weekly as a department to discuss curriculum and opportunities for restorative circles.	Walkthrough data from restorative circles. Rubric utilized and data collected Increased implementation of restorative circles. Determined by walk through data of principal.	Schedule allows for common planning and restorative circles. This will be the responsibility of the principal. Time dedicated to topic during superintendent conference days occurring prior to school starting and grade level meetings. Led by principal or district dept.
Culturally & Linguistically Responsive Initiatives (CLRI) – positive examples	The role of CLRI committee will be to meet bi-weekly and discuss topics such as upcoming PD, supporting the implementation of CLRI strategies Staff training on CLRI during faculty meetings delivered by building CLRI representative.	Increase use of culturally relevant resources in classroom lessons. Bulletin boards reflecting CLRI concepts updated	Schedule of CLRI related activities during faculty meetings. Use of auditorium to display student CLRI artwork.

		quarterly by the CLRI committee members.	Plans for student work around CLRI.
	CLRI Committee dates and agendas for meetings. Grade Level CLRI projects for staff and then students with each department doing one. The purpose of having staff and students complete CLRI is so that the whole building is learning and forming a community around CLRI. For instance, teachers will create examples of "I am" poems and share them with students before student create their own.		
Restorative Justice	Create school-based Restorative Practices Team Explore principles of Restorative Practice models Have staff engage in training opportunities Network with other New York State schools as part of the restorative justice SED support option.	Increase and progress monitor the implementation of restorative practices in the classrooms Analyzing academic and behavior data, progress monitoring data, attendance, discipline incidents and suspension data at monthly team meetings	Utilizing and exploring the restorative practice school wide support model and its resources Allotting time in the staff schedules for trainings and meetings Allowing time in the classroom schedules for restorative teaching practices

Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I am involved in a daily restorative circle at my school. I feel that the adults in my school respect and support me.	At least an 85% of students will respond agree or strongly agree.
Staff Survey	I utilize restorative circles with my students daily. I feel my instruction shows the values, backgrounds and identities of the school community.	At least an 85% of students will respond agree or strongly agree.
Family Survey	I feel the school supports my child with respect. I feel the school values the backgrounds and identities of the school community.	At least an 85% of students will respond agree or 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.
By the end of the 2021-22 school year we will have developed a school-based Restorative Practices Team that includes the principal, at least one SST member, a 6th grade teacher and a 7/8 teacher. By the end of the 2021-22 school year, all staff will have utilized at least two Restorative Justice strategies such as check-in, check-out or mentoring. By the end of the 2021-22 school year, all classrooms will be implementing daily Restorative circles.

Commitment 1

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to ensuring that every child has intentional opportunities to practice and build cognitive skills to show growth in academic skills.
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 mission is providing academic rigor in a safe and structured setting where ALL students will be prepared to meet the demands of an ever-changing world. Growth is a crucial part of this mission. As a result of many of our students working virtually, at the start of next year, we need to identify those skills that have been mastered from the previous year and those skills that need to be strengthened. In student interviews, our students emphasized the need for additional support in math. Our parents have repeatedly shared that additional support for reading is needed. Additionally, parents believe that incentives would assist in increasing students' motivation around reading. This year we want to prioritize growth of grade level skills so that ALL students grow in math and reading throughout the year.

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?
Systematizing the Monitoring Attendance, Academics and Behaviors	The SST will establish roles for support staff to monitor each area of attendance, academics and behaviors. Establish set data pulls for each area to be pulled by the instructional coach. Establish a calendar for when we will pull data to monitor each area. After data is pulled, it will be analyzed to identify next steps. The principal will schedule GLM bi-weekly. These meetings will include time to discuss and analyze data related one of these three areas. Develop a summary report every 5 weeks to staff and students. Based on attendance, academic, and behavioral data.	Track data for attendance (percent absent), and behavior (number of incidents) every two weeks to ensure that there is growth. Data pulled by instructional coach and reviewed at grade level meetings with staff. Provide a summary report every 5 weeks to staff and students. Increased conversations in grade level meetings focused on data.	Individuals such as instructional coach, guidance counselor and social worker are needed to support these strategies.

Incentivize reading books **Promoting a Culture of Reading**	Faculty & Parents share out of favorite books Leverage librarian to facilitate book talks in the library. The librarian and PBIS team will create incentives to promote reading. For example, Competitions between grade levels for reading books will occur as planned by grade level teams.	Track number of books per grade Survey students and parents completed by instructional coach.	The assigned school librarian position to be filled. Master Schedule with library time
Math Support for students	Co-teaching will be implemented in general education math classes. This will allow teachers to provide an increased level of support to students. Teachers in this instructional model will be supported with an ICT and ENL teacher. Math classes are smaller this year to ensure that teachers can provide students with more intensive tier I support during the core math instructional block.	Data from Moby Max and ZEARN assessments will show student growth. Check for increased student engagement on the online assessment data pulled by the instructional coach. The instructional coach will check for increased completed tasks in ZEARN, Moby Max and homework assignments. We will discuss at grade level meetings.	Math support teacher for grades 7/8 AIS will be embedded into the math classes. ICT and ESL teachers will be scheduled into the math classrooms to provide additional support. Space: ICT and ESL teachers can pull students into their classrooms as needed to provide differentiated instruction.

Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I feel my school values my growth in math. I feel my school values my growth in reading.	At least an 85% of students will respond agree or strongly agree.
Staff Survey	The school makes sure all students grow academically.	At least an 85% of students will respond agree or strongly agree.
Family Survey	My child has shown academic growth this year.	At least an 85% of students will respond agree or 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.
Math scores through online programs, such as Moby Max, Kahn Academy, Zearn, will show growth from September until June for all students. Specific targets will be established based on beginning of the year data in September. NYS Math and ELA assessments will show growth by 15% from prior to the pandemic.

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	Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Every child feels safe, respected, supported and a true sense of belonging.

☐ 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
Bethany Brown	Principal
Michael Gruttadauria	5th grade special education teacher
Renee Kasinowicz	5th grade teacher
Nowel Eloudi	6th grade teacher
Patrizia Casali	ESL Teacher
Christina Carducci	School Psychologist
Cassandra Houston	Parent
Taneshia Davis	Parent
Brian Farmel	Parent
Taneka Davis	Student
Robert Jones	Student

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
Example: 4/6/21			*x*	*x*		
4/23		X				
5/4	X	X				
5/12			X			
5/21				x	x	
6/9					x	
7/2					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 interviews provided vital information on our decision to focus on academic growth. Students wanted more support and help from teachers. It also allowed us to see that some structures that we had in place during the pandemic are structures that our students valued and would like to have continue. Students miss their friends and our plan includes a focus on team building with restorative circles occurring daily at a minimum.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
All staff and the team participated in the equity self-reflection. We used the survey results to determine our top needs of student belonging and student growth. We chose to focus on the areas of the survey that were in the mid-range of the results instead of at the bottom. This will help us to build traction more easily and by the end of the year we should have more strong points than weak ones.

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.