



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
MONTICELLO	Robert J. Kaiser Middle School	6-8

Collaboratively Developed By:

The Robert J. Kaiser Middle School SCEP Development Team

Michelle Knowlton, RJK Principal

Dr. Jason Doyle, RJK Assistant Principal

Sara Kozachuk, RJK Assistant Principal

Jennifer Ducey, Guidance Counselor

Rebecca Perez, RJK Principal Secretary

Patricia Murphy, RJK AP Secretary

Tricia Cahalan, Art Teacher

Jaime Volpe, 6th grade ELA (English Language Arts) Teacher

Anna Estep, 8th grade Science Teacher

Gloria Trinidad Felix, Parent

Victoria LaRusso, Parent

Christina Miraglia, Community member

Elessia Kruszka, student

And in partnership with the staff, students, and families of ROBERT J. KAISER MIDDLE SCHOOL.

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We know that in June 2021, 210 students were identified as not making considerable progress in core instruction because of nonattendance or insufficient completion of assigned instruction. The "How Learning Happens" document and the student interviews caused us to consider adult-student and student-student relationships closely. Students shared that their time was not enough time during the day to interact with their peers and adult faculty members. Also shared in student interviews that they did not always have someone to check in and connect with daily. Students also indicated that there was not time during the day to meet and speak with teachers or staff regularly. We are committed to create an environment where our students feel connected to their school community and are given incentives to succeed.

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?
Redesign MS schedule	RJK middle school is moving to an 8 period 50-minute class period day. Every student schedule will include an Excelsior period. The word "Excelsior" is Latin for "Ever Upward," encouraging progress and perseverance. The Excelsior! period of the day will be a time to work with students on assignments and make up missing materials so that you can get the help you need to be successful. Teachers will also work on	Quarterly review of student's attendance, discipline, and course grades. Reduction in student referrals.	RULER training, Schedule
Home Visits	Members of the RJK faculty and clinical staff will schedule two visits over the school year. The first meeting with parents or guardian will discuss what the goals and aspirations they have for their child creating a relationship based on mutual respect. Supporting families with community and building resources.	Engage 15 families in teacher home visits during the 21-22 school year. Improve attendance at building events like Open House and parent teacher conferences. Improve attendance for those participating in home visits over the previous school year.	Time & money

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
Student Survey	My school has helped me develop the skills and knowledge that I will need in high school. I feel like my teacher knows the real me I have a trusting relationship with at least one adult at school.	70% 70% 70%
Staff Survey	I feel that I have developed a caring relationship with many students.	70%
Family Survey	My child feels that they have a member of the faculty they can reach out to and speak with regularly.	70%

We believe having the following occur will give us valuable 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.
• Improve attendance for those students participating in home visits by 2% of the previous year. • Reduce chronic absenteeism rates by 10% (from 26% in 2019-20) • Decrease the number of referrals by 10% (Use of discipline data from the 2019-2020 school year)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22? Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We are committed to create a system that provides targeted social emotional learning supports that address student needs. SEL (Social and Emotional Learning) (Social and Emotional Learning) is essential to creating schools that effectively prepare all students to succeed in school and in life. "It is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Collaborative for Academic, Social, and Emotional Learning, 2018). Systemic whole school implementation of SEL encourages safe, supportive school communities in which all young people are valued. When a school's culture is based on students' strengths, providing tiered supports as needed, all students in the school community benefit. Each implementation component addressed in the pages that follow reflects this commitment to creating and sustaining a school culture and climate that enables all young people to thrive. Success in this depends upon the collaborative efforts of all members of the school community. Research indicates school based SEL programs result in better academic performance, improved attitudes, and behaviors, and reduced emotional distress. Creating a system that provides targeted SEL supports is in direct alignment with the district's vision, values, and aspirations. Student success and school culture are driven by social emotional learning and support our mission to ensure each learner is future ready. SEL emerged as a theme throughout the Pandemic Planning Committees, stakeholder surveys and interviews, and the 21-22 Restoration Plan. In addition to addressing COVID-19 impacts, SEL is an evidence practice used to decrease disproportionality, improve district outcomes, and create welcoming school communities.
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Commitment 2

Student revealed that they felt that teachers did not understand how difficult their home life was and that for them schoolwork was not always a priority.

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?
Implement RULER Framework 6-8	Faculty and staff were introduced to the Yale Center for Emotional Intelligence RULER framework during the 20-21 school year. In September of the 21-22 school year, teachers will roll out the program.	All SEL classes will implement Yale RULER Activities 1xweekly. TEAM charters will be created and displayed in each classroom. Faculty, staff, and students will use the mood meter to gauge the mood of their students at a given time. Building Administrators will begin to use the vocabulary associated with the RULER program and use the mood meter to deescalate emotional outburst between students.	Training, Time during faculty meetings, and money
Principal/Assistant Principal Monitoring	During walkthroughs in the first half of the school year the principal will look for evidence of the mood meter and RULER vocabulary.	The principal/ assistant principal can provide helpful feedback related to	Time during faculty meetings

Commitment 2

	During walkthroughs in the second half of the school year the principal will look for evidence of students using the mood meter to express how they feel and their use of self-regulatory vocabulary. Observations will be shared with staff at monthly faculty meetings.	incorporation of Yale RULER program. Data driven discussions will occur throughout the school year.
Calming Corner	When students experience stress or trauma at home or are overwhelmed in school, their responses are unpredictable. Some students experience inattention, difficulty sitting still and hyperactivity. Shut down looks like daydreaming, falling asleep in class or not responding to other outreach to connect. With student shut-down, cognition is impaired, and learning is difficult. Calming corners can help with shutdowns and inattention. A calming corner provides an opportunity for students to reset or re-regulate and when shut down, while providing opportunity for engagement. Creating a space for students who need to break from the daily stresses. The purpose of a calming corner is to help support self-regulation while keeping students in the safe space. The use of calming corners can transform the culture of the building as an opportunity, driven by a student's choice to feel better. Calming corners are private enough to allow the student to maintain dignity and while remaining in a safe	Reduction in referrals. Reduction in request for parent meetings to discuss inattentive behavior. Reduction in mental health referrals through the guidance and clinical department.
		Money and time

Commitment 2

	location. Having a voice in creating a space that will be utilized by our students will encourage emotional and social group.		

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
Student Survey	I have learned how to regulate my emotions better. I have a better attitude towards school and	70%
Staff Survey	Students can express their emotions and select self-regulation strategies. I have learned strategies to help students regulate behaviors	70% 75%
Family Survey	My child can express their emotions and select self-regulation strategies. My child enjoys going to school and has improved their focus on schoolwork.	70% 70%

We believe having the following occur will give us valuable 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.
Reduce chronic absenteeism rates by 10% (from 26% in 2019-20) Decrease the number of referrals by 10% (Use of discipline data from the 2019-2020 school year) Mood Meters in all building classrooms TEAM and faculty CHARTERS displayed in classrooms

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to deliver a culturally responsive student focused curriculum and increased academic interventions both in and out of school.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We believe as a school that our students need to share common curricular experiences to prepare them for success in middle school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students. The Equity Self-Reflection Survey revealed overwhelmingly that materials used in the classroom did not highlight or represent and affirm our student identities. The curriculum should be inclusive and use resources written and developed by racially, culturally, and linguistically diverse perspectives. Ongoing professional Learning and support is need for teachers in conducting cross curricular culturally responsive-sustaining planning sessions with our RJK Librarian. Integrated within the student-focused curricula maps will be foundational elements supporting equity in opportunities, diversity in instructional materials, and strategies for addressing student inclusion in decision making. The shift toward an inquiry-based instructional model will support student choice and voice in the classroom, addressing the issues of academic motivation and chronic absenteeism. The focus on student-centered, inquiry-based instruction is a priority for MCSD because it forms part of the multidimensional approach as described in the How Learning Happens document. Additionally, the focus on curricular work and common assessments lends well in supporting the concepts of "Learning as Conceptual" and "Learning as Relational" (p2, How Learning Happens)

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?
TEAM planning with RJK Libarian	Each middle school academic team will work with the RJK Libarian to create one cross curricular culturally responsive project to be implemented during the 21-22 school year. Additional written resources that reflect and represent and affirm student identities.	Walkthroughs by the administrative team will look for evidence of culturally response project. The principal/ assistant principals can provide helpful feedback related to cross curricular projects.	Money to purchase resources that represent and affirm student identities, planning time and space
Satellite Location for After school Tutoring program	RJK will be offering tutoring in the Monticello community for our identified students Math and Reading teachers will offering at Evergreen Housing Authority Community room, Sleepy Hollow Community room, and Wurtsboro Library.	Attendance of tutoring sessions Improvement in NYS 6-8 assessments in math and English. Reduction in referrals	Money, time, space

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
Student Survey	I see myself in the resources and materials used in classes	70%
Staff Survey	The materials and resources represent the students in my classroom.	70%
Family Survey	I see my family represented in the resources and materials of my child.	70%

We believe having the following occur will give us valuable 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.
Reduce chronic absenteeism rates by 10% (from 26% in 2019-20)
Decrease the number of referrals by 10% (Use of discipline data from the 2019-2020 school year)
Increase student outcomes on the NYS 3-8 assessments.

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
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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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

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	Yale Emotional Intelligence RULER Program
	Kaiser Middle School trained faculty and staff on how to use the RULER paradigm and its assessment goals to help students in grades 6-8 improve their social-emotional learning and general well-being. Funds used through the Safe and Supportive School Grant provided the full curriculum and materials for one full year of training and professional development which was accessed by all staff employed Kaiser. Staff was trained during the 2020-2021 school year, Kaiser will use funds for the implementation of the program in 2021-2022, so that the program will be sustainable into the future. RULER was developed by the Yale Center for Emotional Intelligence to teach emotional intelligence to young people and adults, in-order-to produce “a healthier, more equitable, innovative, and compassionate society.” The acronym RULER includes: • Recognizing emotions in oneself and others. • Understanding the causes and consequences of emotions. • Labeling emotions with a nuanced vocabulary. • Expressing emotions in accordance with cultural norms and social context. • Regulating emotions with helpful strategies The evidence-based RULER program has found that, by helping students to identify, assess and respond to their emotions in a variety of situations, they are better able to leverage their social and emotional skills to improve attention, memory, creativity, decision-making, relationship-building, and academic (as well as future workplace) performance.

Evidence-Based Intervention

	<u>Social and Emotional Learning Interventions</u> Social and Emotional Learning Interventions Under the Every Student Succeeds Act Sean Grant, Laura S. Hamilton, Stephani L. Wrabel, Celia J. Gomez, Anamarie Whitaker, Jennifer Tamargo, www.wallacefoundation.org
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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
Michelle Knowlton	RJK Principal, Equity workgroup, Pandemic Committee, and SCEP Planning Committee
Dr. Jason Doyle	RJK Assistant Principal, Pandemic Committee, and SCEP Committee
Sara Kozachuk	RJK Assistant Principal, Pandemic Committee, and SCEP Planning Committee
Jenifer Ducey	DIL School Counselor, Pandemic Committee, and SCEP Planning Committee
Britney Harden	School Counselor, SCEP Planning Committee, and Interviewer
Harrison Larkin	Social Worker, SCEP Planning Committee, and Interviewer
Tricia Cahalan	Teacher, Pandemic Committee, and SCEP Planning Committee
Jaime Volpe	Teacher, Pandemic Committee, and SCEP Planning Committee
Rebecca Perez	Principal Secretary, Pandemic Committee, and SCEP Planning Committee

Our Team's Process

Patricia Murphy	Assistant Principal Secretary, Pandemic Committee, and SCEP Planning Committee
	Parent, Equity work group, Pandemic Committee, and SCEP Planning Committee
Gloria Felix	Teacher, Pandemic Committee, and SCEP Planning Committee
	Parent, Pandemic Committee, and SCEP Planning Committee
Anna Estep	
Victoria LaRusso	

Our Team's Process

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		
5/1/2021-6/15/2021	X					
5/15/2021		X				
6/16/2021-6/21/2021			X	X		
7/3/2021-7/14/2021			X	X		
7/15/2021-8/5/2021				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

Student voice can increase student engagement and give students more ownership of their education and outcomes. We found the transcripts extremely important to the planning process and writing of the 21-22 SCEP plan. Students were brutally honest and critical of their experiences and faculty at the middle school. Teachers who set boundaries and held elevated expectations were appreciated by students. Building relationships and trust were paramount to the academic and emotional success of our students. Students who represented marginalized groups felt that the faculty and staff were disconnected with their lives outside of the school day. They believe that the adults could not relate to their lives because they were too different.

Equity Self-Reflection

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

The Equity Self-Reflection was a valuable tool that identify areas that we as a building need to improve on. It also affirmed that the faculty and staff exhibit an understanding and use of knowledge and skills in the practice. The SCEP planning committee felt that we are currently integrating many of the practices in all four principles except for Inclusive Curriculum and Assessment. The principle Inclusive Curriculum and Assessment was overall our weakest area that we need to do the most work.

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 (District Comprehensive Improvement Plan) 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.