New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Poughkeepsie City School District	Poughkeepsie High school	9-12

Collaboratively Developed By:
The Poughkeepsie High School SCEP Development Team **SCEP Team Members:** **Dr. Phee Simpson-Principal** **Barrington Atkins-Assistant Principal** **Joseph Mazzetti-Assistant Principal** **Wendy Wright-Assistant Principal** **Dr. Shannon Considine-Teacher** **Gayle Gerrard-Teacher** **Katie Livermoore-Teacher** **Tiffany Ward-Teacher** **Janiqwa Worsley-Teacher** **Tamoya Norwood-Parent** **Qiana Bennett - Parent** *And in partnership with the staff, students, and families of Poughkeepsie High School.*

SCEP Cover Page

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment: Increasing Academic Achievement

What is one Commitment we will promote for 2023-24?	We are committed to developing an academic environment where learning and academic success are our main priorities through an instructional focus that is centered around *Mission Literacy*, DDI practices, and regents based common assessments. We will study and implement promising practices, incorporate common protocols, rubrics and more frequent common assessments to intellectually engage and challenge our students. We will engage in Professional Learning Communities in order to develop consistent practices for classroom implementation.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	-This commitment will fit into what we envision for the school because 31% (SWD & ELL) of our student population of 1168 students are designated as red; this means that they are students that are not on target for credits and regents. We strive to increase students' academic achievement through our *Mission Literacy* focus and our regents based common assessments. -We met with the different teams in the building: staff, administration, and students, and all parties called for consistent practices, expectations, rubrics, grading policies etc. -This Commitment relates to what the staff shared about our previous experience with Mission Literacy in contributing to increased pass rates on regents exams and graduation rates overall, but also in building student stamina and confidence in their schoolwork.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*

End-Of-The-Year Goals	We will compare the Regents scores from June 2023 to June 2024, for Algebra I, Global History, ELA and Living Environment.	We hope to see a 5% increase in student pass rates across all content areas and SWD & ELL based on a pass score of 65 or above on the June 2023 Regents pass rates: US History - 55.70% to 60.70% Global - 49.79% to 54.79% Algebra - 26.31 % to 31.31%	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	My teacher provides me with support when I don't understand the material in class. My classes give me the materials I need to be successful. My classes provide me with strategies/tools to meet my individual learning needs.	65% for all agree or strongly agree.	
Staff Survey	The school provides me with the professional development to help my students understand material in class. The school provides me with the resources to link the strategies, content, and materials to address each student's individual success. I have been provided with opportunities to collaborate and learn from/with my colleagues to implement promising practices pertaining to Mission Literacy. The school provides me with the support to implement curricula that advances my students' academic success.	65% for all agree or strongly agree	

Family Survey	The school provides my child with materials to support real world learning experiences. The school provides my child with after school activities that meet their individual learning needs/interests. The school provides my child with the strategies to achieve academic success.	65% for agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	-Each department will be administering two common assessments using past regents exams throughout the school year. Assessment times will be determined by the school-wide assessment calendar provided to all staff. Departments will analyze data following each assessment cycle. The SCEP team will analyze departmental data following each testing cycle. -Staff members will facilitate three rounds of Mission Literacy with students.	-We hope to identify learning gaps through our regents based common assessments that teachers will use to inform their instructional practices. This will result in our mid-year assessment increasing by 2.5% compared to the pre-assessment. -All teachers will submit, for each round, a high, medium and low sample that we will analyze departmentally and administration will use this to ensure Mission Literacy is implemented with fidelity. The SCEP team will collect information regarding the number of students scoring high, medium and low to analyze areas of improvement.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Pre-Assessment, 1st Quarter Grades (8 weeks)	We will establish a baseline based on passing rates of 65 or higher in all classes. We hope to see trends that will allow teachers to plan for the individual needs for students and to identify learning gaps to plan for instruction in the classroom.	
Adult/Schoolwide Behaviors and Practices	Adults are using mission literacy practices in their daily lessons, common rubrics are being used across the school, and time is scheduled in PLC to analyze data and build Common Assessments.	85% of teachers use Mission Literacy practices, common rubrics, common language, and common grading policies. This will be assessed during the FILW's.	
Student Behaviors and Practices	Engagement in the classroom, accountable talk, active reading strategies, group work behaviors	85% engagement in the classroom, based on observations during FILW's.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Mission Literacy	During September Superintendent Conference days, a reintroduction to Mission Literacy will be presented to all staff through professional development sessions. During PLC's, teachers will focus on developing and implementing the Mission Literacy focus that includes Visual Roll Out, Table and Graph Analyzation, Extended Response, and the Literacy Toolkit. A Mission Literacy Implementation Schedule will be developed for all departments to follow. Each teacher will select a High, Medium, and Low example to share in PLC's. Teachers will work together to share best practices and plan for instruction based on student work.	-We need funds to hire staff to develop and model a new Mission Literary Plan during the summer of 2023. -Time during Superintendent's Conference Day, PLC time allotted for developing resources and analyzing results.	
Common Assessments	During PLC's teachers will work on implementing common assessments to monitor data. This will help create alignment across grades and content areas. Teachers will then use the data from these common assessments during data cycles to identify areas of strengths, gaps, and determine strategies to address instructional gaps and students' needs in a reteaching plan. Using common assessments will allow teachers to align best practices school wide. Additionally, if we use common assessments teachers will be able to make adjustments in their instructional practice on a regular basis to tailor instruction directly to students' needs, this will in turn improve instruction and student achievement.	-We need funds to hire staff to analyze June 2023 Regents data and to develop and model all common assessments. - Time during PLC to analyze results of Common Assessment and plan for reteaching when necessary.	

Data Cycles	The building will provide a testing calendar with specific dates for Common assessments implementation. In addition to any diagnostic, regents, and AP exams we will work to monitor in class assessment data. Such data may include anecdotes during discussions/socratic seminars, class assignments and tasks, and debates. Teachers will review the data in PLC's in order to identify strengths and areas of need for students, determine student groupings for their classes, identify specific topics that require corrective teaching (teaching the content in a new way), and determine specific strategies to address students' needs. Data cycles documented with a DDI protocol provided by the district and the growth monitoring to determine areas of improvement and areas that are struggling and require additional teaching strategies to fill the gaps Strategies the teachers are or will use to address gaps and interventions based on the data The strategies determined by teachers will be monitored in house through formative assessments. Common assessments will take place in December and mid- March to monitor overall progress of students' in all subject areas. Teacher practice will improve based upon their planning and data informed instructional decision making. Teachers will utilize the DDI model for all data analyzation and instructional decision making.	-We need funds to hire staff to develop a testing calendar and a data cycle calendar.	
Literacy Cafe/Interdisciplinary Planning	Monthly meetings that include focused professional development on literacy strategies during an after school Literacy Cafe. Monthly meetings that allow time for interdisciplinary discussions and planning. Through professional development and structured planning time, teachers will be	PLC time allotted for developing resources and analyzing results.	

	able to reflect upon their lessons, monitor and discuss their progress and ensure a strong instructional focus with high expectations and engagement in their classrooms.		
Structured and targeted professional development	Professional development for faculty and staff will focus on academic achievement based on the data. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms. This may include collaborative professional development workshops, coaching from the administration team, Director of Secondary Education, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback. After reviewing the results of each diagnostic and classroom data to determine student progress, PD will be implemented to sustain and ensure ongoing growth. This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.		
Implementation of FILW's and Peer Visitations	During walkthrough the administrators will determine ways teachers incorporate the data based instructional strategies. Throughout the year and share data with the staff during faculty meetings. Teachers will take part in peer classroom visitations to observe best practices. Administrators will be able to provide useful feedback to improve instruction and engage students in meaningful ways.		
Progress Monitoring of SCEP Initiatives	The SCEP Oversight Team will monitor progress made towards the stated commitments, share trends and progress with staff and stakeholders, and contribute to writing quarterly reports in order to ensure the implementation of	Funding for SCEP Oversight team ($8,160)	

	goals and initiatives from the 2023-2024 SCEP.	

COMMITMENT 2

Graduation through Relationships

What is one Commitment we will promote for 2023-24?	We are committed to ensuring an inclusive and positive learning environment where all students' feel they belong. This will be targeted through Connect and Check Extended Homeroom and Adopt-A-Scholar Program, and through outreach by our School Caseworkers. We will be using the 2023-2024 school year as our baseline.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We want to provide students with a strong system that supports their social and emotional needs. Students shared, in Step 5:Listen: Interviewing Students, that they want to feel connected in their school environment and they want teachers to check in with them. Teachers will provide an extended homeroom once a week supporting their academic and social-emotional needs. We want to provide all grade levels with additional academic/SEL support through the Adopt-A-Scholar Program because when analyzing our Red, Yellow, Green data we observed that RED students increased by 30 students in grades 9, 10 and 11. 12th grade students, who were enrolled in the Adopt-A-Senior Program, did not show this regression.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*

| End-Of-The-Year Goals | Guidance will generate and share Red (under credited AND missing Regents exams), Yellow (under credited OR missing Regents exams), Green (on target to graduate) data for all grade levels with SCEP Team members. The SCEP team will review data at monthly meetings and share with staff quarterly. R, Y, G and and Adopt-a-Scholar data will be combined. | The list will be shared with all teachers to Adopt-A-Scholar. Once they have identified who they adopted, teachers will be doing bi-weekly check-ins to ensure the scholar is on target with all their classes. If the scholar needs assistance with their classes the teacher is there to help them.

We hope to see those students who were identified as Red and Yellow in grades 9, 10 and 11 at the beginning of the year have passed each of their courses and in turn moved to a status of Yellow or Green respectively. Specifically, we want to see no more than 15 students regress in each grade level moving into the second half of the school year. | |
| | We will analyze Spring student survey data and anecdotal data from interviews. | 65% students will feel connected to the school community through their relationships with adults in the building. | |

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1. I have an adult I can go to in this building if I need help/support.

2. I know how to track my progress in my current classes using Infinite Campus. | 65% Agree or Strongly Agree | |

	3. I know how to track my progress towards graduation.		
Staff Survey	1. My students know they can come to me if they need help/support. 2. My students know how to track their progress in my class using Infinite Campus. 3. My students know how to track their progress towards graduation.	65% Agree or Strongly Agree	
Family Survey	1. My child knows they have a staff member they can go to if they need support. 2. I know how to track my child's progress in their current classes using Infinite Campus. 3. I know how to track my child's progress towards graduation.	65% Agree or Strongly Agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*

| Mid-Year Benchmark(s) | Look at red, yellow, and green data based on first semester grades. | We hope to see those students who were identified as Red and Yellow in grades 9, 10 and 11 at the beginning of the year have passed each of their courses and in turn moved to a status of Yellow or Green respectively. Specifically, we want to see no more than 20 students regress in each grade level moving into the second half of the school year. | |
| | Student surveys will be given at the beginning of the SY during extended homeroom to have a starting baseline. | 32.5% will agree or strongly agree that:
1. They have an adult in the building they can go to for support.
2. Know how to track their progress in their current classes.
3. Know how to track their progress towards graduation. | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Look at red, yellow, and green data based on marking period 1.	We hope to see those students who were identified as Red and Yellow in grades 9, 10 and 11 at the beginning of the year have passed each of their courses and in turn moved to a status of Yellow or Green respectively. This will be used as our baseline data.	

Adult/Schoolwide Behaviors and Practices	Teachers are using extended homeroom time to check and connect with students on their progress during marking period 1.	60% of teachers with extended homerooms actively checking and connecting with students during extended homeroom time.	
Student Behaviors and Practices	Students will be utilizing Infinite Campus to track their progress in their classes and credits towards graduation.	60% of the students will be utilizing Infinite Campus to track their progress in their classes and their credits towards graduation.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Regents review	January and June 2023 Regents prep classes scheduled afterschool for students who need to retake Regents Exams to graduate. Students can also move from Red/Yellow to Yellow/Green by passing Regents Exams.	We need funds for teachers to instruct and administrators to supervise the regents review sessions. Teachers: $27,200 Amin: $3,600 Supplies (books): $15,000
Homework Center	After school support will be provided by certified teachers in all core subject areas. The homework center will be open daily, from September-June.	We need funds for teachers to instruct and administrators to

		supervise in the homework center. Teachers: $54.400 Greeter & security: $10,800 Nurse: $4,200 TA: $3,840 Student supplies: $3,424
Parent University	We will host informational sessions for parents. These will include school expectations, procedures, Infinite Campus usage, graduation requirements, contact people for various grade levels.	We need funds to pay staff and administrators to run the university. Teachers to run workshops: $4,896 Greeter & Security: $1,090 Light refreshments: $600 Supplies & Materials: $2,000
Credit Recovery	To provide after school Credit Recovery classes for students who need to make up credits, helping them transition from Red/Yellow to Yellow/Green students.	We need funds for teachers to facilitate and administrators to supervise credit recovery sessions. Teachers: $44,880 Admin: $7,920
PBIS Supports and Programs	PHS staff recognize the importance of behavioral intervention programs and positive reinforcement to increase attendance and engagement in school. High quality social emotional support programs have great impacts on student achievement. As part of the PBIS plan at PHS, students will be provided with PBIS incentives rewarding their attendance, character education, and academic success throughout the school year.	PBIS Field trip to Bounce: ($4,000 entry fee, $4,000)

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)	This strategy will support Commitment 1.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	-We met with the different teams in the building: staff, administration, and students, and all parties called for consistent practices, expectations, rubrics, grading policies etc. -This Commitment relates to what the staff shared about our previous experience with Mission Literacy in contributing to increased pass rates on regents exams and graduation rates overall, but also in building student stamina and confidence in their schoolwork.

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 "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Tiffany Ward	Social Studies Dept Chair
Katie Livermore	Math Dept Chair
Janiqua Worsley	ELA Dept Chair
Dr. Shanon Considine	Science Dept Chair
Gayle Gerrard-Lewin	Special Education Dept Chair
Tamoya Norwood	Parent
Dr. Phee Simpson	Building Principal
Joseph Mazzetti	Assistant Principal
Barrington Atkins	Assistant Principal
Wendy Wright	Assistant Principal
Qiana Bennett	Parent

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/3	X						
5/8	X						
5/10	X						
5/12		X					
5/15		X					
5/19			X				
5/22			X				
5/24				X	X		
5/26				X	X		
6/2						X	
6/5						X	
6/9							X
6/12							X
6/16							X
6/21							X
6/26							X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The information we collected from the cross section of student interviews data, we noticed that students do not feel as if they have a say in the learning that occurs in classrooms with being engaged and challenged, they were not reflected in the curriculum and they felt that there is no connection to the staff. We used the responses, from those students who have a range of academic and behavioral (e.g. attendance, discipline) successes and struggles, to drive our commitments for the following school year.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.