



# School Comprehensive Education Plan

## 2024-25

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

### Collaboratively Developed By:

#### The Poughkeepsie High School SCEP Development Team:

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Pam Knittel	ENL Department Chair
Kate Livermore	Math Department Chair
Tiffany Ward	Social Studies Department Chair
Janiqwa Worsley	English Department Chair
Joe Laster	Parent
Dionnedra Atkins	Parent

*And in partnership with the staff, students, and families of Poughkeepsie City School District*

## 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.

### Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
  - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
  - [Activity 2: Analyze: Internal and External Data](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
  - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

### Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to \_\_\_\_\_.*

### Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

## Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

## Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

## SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

## 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 an intervention from the **State-Supported Evidence Based Interventions** located at: [State-Supported Evidence-Based Strategies | New York State Education Department](#)

**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: [Evidence-Based Interventions | New York State Education Department](#)

**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.

### X State-Supported Evidence Based Intervention

If "X" is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<p>We envision that this Evidence-Based Intervention will:</p> <ul style="list-style-type: none"> <li>● Improve professional development</li> <li>● Improve instructional outcomes</li> <li>● Improve the graduation rate</li> </ul>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>In this section of the process, teachers spoke of needing more time to collaborate within departments and across departments to help improve our Mission Literacy Tasks so that they are better targeted to improve skills needed for the new Regents and to rework our Common Assessments to reflect new Regents as well. During this time, we will also be able to work to reflect our students better throughout our curriculum and in our school community.</p>

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>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 <i>Mission Literacy</i>, DDI practices, and Regents based common assessments.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>After analyzing the Mission Literacy Data and the Regents based common assessment data during our PLCs, our teachers have expressed concerns with students' reading levels, math skills, stamina levels, critical thinking skills, and language production in written and oral expression. Analysis of Regents exam data shows that our students continue to struggle with inferencing, reasoning and interpreting information.</p> <p><b>June 2024 Exam Data Students with passing rate of 65+</b></p> <p>Algebra I = 48%</p> <p>Global = 51%</p> <p>Living Environment = 41%</p> <p>ELA = 63%</p> <p>We are making this commitment to improve our students' Regents' success by 5% and increase graduation rates by 5%.</p> <p>We will use the Common Assessments to track students' progress to the 5% increase. The Common Assessment will be implemented twice during the 2024-25 school year. The first round will assess the skills taught in class that are directly aligned to the Next Generation Standards. While the second round of this assessment will be in the form of a Mock Regents. Students will be assessed using the August 2024 Regents. For both assessments, teachers will use these scores to create a reteach plan and address misconceptions of students.</p>

## Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?  <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>				
We will update Mission Literacy tasks and rubrics to reflect the changes in the types of written responses expected in the new Regents.	<div><input type="checkbox"/> NEW</div> <div><input type="checkbox"/> EXPAND</div> <div><input checked="" type="checkbox"/> REFINE</div>	<p>Currently we utilize Mission Literacy Tasks which were previously developed in collaboration with Sue Szachowicz using the strategies published in <u>Transforming Brockton High School</u>,. These tasks are aligned to focus on: Active Reading/Extended Response, Tables and Graphs, Charts and Visuals Analysis. These tasks will be modified to align to new state assessment rubrics, as well as to account for the tasks found in updated Regents exams. In addition, collaboration among content areas will take place in PLC’s to refine where cross-curricular tasks can leverage maximum application for students, leading to student achievement.</p> <p>As there have been several updates to the Regents Exams, we have decided to update the tasks so it’s more geared to the skills students are assessed on during the regents as highlighted below.</p> <table><tr><th>Old Task</th><th>Updates</th></tr><tr><td><b>Extended Response:</b>  · Standard 5 paragraph expository essay</td><td><b>Extended Response:</b>  · Writing task will be different for each content and mirror the regents. (ELA: <b>Argumentative, Global:</b></td></tr></table>	Old Task	Updates	<b>Extended Response:</b>  · Standard 5 paragraph expository essay	<b>Extended Response:</b>  · Writing task will be different for each content and mirror the regents. (ELA: <b>Argumentative, Global:</b>
Old Task	Updates					
<b>Extended Response:</b>  · Standard 5 paragraph expository essay	<b>Extended Response:</b>  · Writing task will be different for each content and mirror the regents. (ELA: <b>Argumentative, Global:</b>					

Commitment 1

		<ul style="list-style-type: none"> <li>· Rubric used to score was not standard aligned or regents based.</li> </ul>	<p><b>Enduring Issues Essay, US History: US Civic Literary Essay)</b></p> <ul style="list-style-type: none"> <li>· Rubrics used will be the Regents exam.</li> </ul>
		<p><b>Tables and Graphs, Charts and Visuals Analysis:</b></p> <ul style="list-style-type: none"> <li>· Tables/Graphs/Charts and Visuals were not cross curricular.</li> <li>· Rubrics used didn't assess the analysis of the data.</li> </ul>	<p><b>Tables and Graphs, Charts and Visuals Analysis:</b></p> <ul style="list-style-type: none"> <li>· Tasks will be aligned to the Regents Exam and content specific (<b>ELA/History: Political cartoons, Analyzing data etc.)</b></li> <li>· Tasks will be aligned to the Regents Exam and content specific (<b>Science/Math: Creating and analyzing grade appropriate graphs, include written reflection (i.e. <i>Explain, Describe, Predict, State, Justify, Determine, etc.</i>)</b></li> <li>· Rubrics used will be the Regents exam.</li> </ul>
<p>We will purposefully use the Common Assessment data to align the instructional practices with Regents expectations.</p>	<p> <input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE         </p>	<p>Currently teachers are using Common Assessments to drive instructional practices. Starting next year teachers will look at data collected from observations, informal and formal assessments in order to drive instruction, create reteach plans, and focus instructional plans to align with Regents expectations. By modifying these practices we are expecting to see a 5% increase in the Regents Exams.</p>	

## Implementation

**KEY STRATEGY  
1**

We will update Mission Literacy Tasks and rubrics to reflect the changes in the types of written responses expected in the new Regents.

<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
A summer retreat with the assistant principals and department chairs has occurred to revise Mission Literacy tasks, rubrics and review the timeline for implementation.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
PD will be held by the administrative team and department chairs at the beginning of the year for all teachers to roll out the updates to Mission Literacy.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
The new Mission Literacy implementation calendar includes a grading window, deadlines for submission of student work, and feedback from administrators. Faculty members will submit student work samples to administration for both accountability purposes and for evaluation.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Professional Learning Community time will be used for content teams to collaborate on classroom activities to support Mission Literacy tasks, score and review student work, discuss strategies to reteach and support students acquisition of key skills.	

**KEY STRATEGY  
2**

We will purposefully use the Common Assessments data to align instructional practices and assessments with Regents expectations.

<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Currently teachers are using the Common Assessment to drive instructional practices. However, next year teachers will look at data collected from observations, informal and formal assessments to drive instructions, create reteach plans, and focus instructional plans to align with Regents expectations to increase the Regents Exams passing rate.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers were just using one form of data to drive instruction. By using multiple forms of data points teachers will adjust instructions based on what all the data is reflecting to better prepare their students for the upcoming Regents exams in June. Teachers will be meeting during PLC time to review and analyze the collected data and different methods of assessments. After conversation and collaboration, an analysis of highlighting high-leverage tasks and strategies will be agreed upon during PLC, for further teaching, practice and implementation for students prior to the next state exam cycle. These Data Meetings will occur during PLC and department meetings. The Dept.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB



## Commitment 1

Chair and AP will work with struggling teachers as well as having teachers who understand the concept share their best practices during PLCs.	
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time, space, and data review of content assessments, and all teaching staff will be involved.	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
We will update Mission Literacy Tasks and rubrics to reflect the changes in the types of written responses expected in the new Regents.	<p>Round #1 Mission Literacy Implementation</p> <p>Before the first implementation we will look at the activities and rubrics to ensure they are content-specific and aligned to the Regents.</p>	<p>100% of faculty members have implemented a revised Mission Literacy activity, including task and student work review, by the end of Semester 1.</p> <p>Within the first 6-10 weeks of school, the school will be on track to implement their first round of Mission Literacy content-specific tasks by ensuring departmental PLC time is devoted to understanding the newly refined Mission Literacy tasks, and teachers will have time to ask questions and receive clarity around student response expectations.</p>	

Commitment 1

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
We will purposefully use the Common Assessments to align instructional practices and assessments with Regents expectations.	Teachers will look at data collected from observations, informal and formal assessments to drive instructions, create reteach plans, and focus instructional plans to align with Regents expectations.	<p>When using Regents based questions on assessments, teachers have the opportunity to see which standards or concepts the students are still struggling with in order to improve and enhance content understanding.</p> <p>Teachers will use this data to inform their instruction. The Standards or concepts they're struggling with will be retaught and integrated into upcoming units giving students multiple opportunities to master the standard or concept.</p>	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

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

Commitment 1

<p><b>Mid-Year Benchmark(s)</b></p>	<p>Mission Literacy round 2 implementation</p>	<p>This 2nd round of Mission Literacy will focus on a new standard and regents aligned task. Teachers will have created these tasks using the feedback from round 1, given by the administrator in charge, and overall classroom data. We hope to see an overall improvement in the skills that are incorporated in the tasks and 100% of the faculty implementing round 2.</p>	
	<p>We will be looking at the Common Assessment Data along with the Mock Regents Data to ensure the students are on track.</p>	<p>As students will have had the opportunity to become more familiar with the structure/style of the regents exam, we will be looking for areas of strengths and weakness in student data and relations between assessments to identify high leverage strategies to improve skills. We hope that by analyzing this data, more teachers will provide targeted instruction that are skill and standard specific.</p>	
		<p>For our seniors, we hope to see an increase in the graduation rate as this data will give us the opportunity to offer additional support, tutoring or resources to help our red and yellow students improve in areas of weaknesses identified by the mock regents. For our green students, we hope to see them remain in the green by providing them with continuous enrichment.</p>	

### Commitment 1

<b>End-of-the Year Targets</b>	Regents results in ELA, Global History, Living Environment and Algebra 1 Regents.	<p>Increase of 5% in passing rates for the June 2025 regents exams below as compared to the June 2024 Exam Data Students with passing rate of 65+.</p> <p>Algebra I = 48% Global = 51% Living Environment = 41% ELA = 63%</p>	
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### Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	Future questions will be updated to reflect the Likert Scale, in order to better analyze data and results.	<p>More than 50% felt “teachers should be more considerate to students as they adjust to the changes in their lives. “</p> <p>More than 50% use the Infinite Campus to see how they are performing in the class.</p> <p>More than 50% felt that Yondre pouches should</p>	The expected results from the student survey will demonstrate applicable and appreciative gains, in comparison to the 23-24 school year, in areas of student recognition of support by teachers, sense of	

Commitment 1

		<p>be opened and cell phones be available during lunch periods.</p> <p>More than 50% felt that they were challenged by their teachers and felt engaged.</p> <p>More than 60% did not feel themselves reflected in the classroom curriculum nor feel welcome by staff members.</p>	<p>advocacy for students' abilities to be aware of their strengths and weaknesses including utilization of Infinite Campus, and seeing themselves within the curriculum. (Actual % of gains cannot be articulated until we have information from the 23-24 year)</p> <p>However, we hope to see a 20% increase in the percentage of students who agree or strongly agree based on the new survey questions and implementation of the new plans.</p>	
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Commitment 1

<p><b>Staff Survey</b></p>	<p>The school provides me with the professional development to help my students understand material in class.</p> <p>The school provides me with the resources to link the strategies, content, and materials to address each student's individual success.</p> <p>The school provides me with the support to implement curricula that advances my students' academic success.</p>	<p>Data not available at this time.</p>	<p>The expected results from the staff survey will demonstrate a 20% gains, in comparison to the 23-24 school year, to reflect a positive development in the areas of applicable professional development offered, materials, links and strategies implemented with fidelity and support, as well as support provided by staff developers as well as administrators, to enhance and implement curricula to advance students' academic success.</p>	
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Commitment 1

<p><b>Family Survey</b></p>	<p>The school provides my child with materials to support real world learning experiences.</p> <p>The school provides my child with after school activities that meet their individual learning needs/interests.</p> <p>The school provides my child with the strategies to achieve academic success.</p>	<p>Data not available at this time.</p>	<p>The expected results from the family survey will demonstrate a 10% gain in comparison to the 23-24 school year, to reflect families' positive relationship with the school, including the offer of after-school activities, knowledge of strategies that students' use to achieve academic success, and appropriate materials and real-world learning experiences.</p>	
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## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	We are committed to developing a more inclusive and diverse environment in which students see themselves represented in the curriculum, and planned events throughout the year in order to positively impact their future success for college and career readiness beyond high school.
<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>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>After reviewing the data from the student surveys, 85% of the student body felt that they did not see themselves represented in the curriculum. A common goal emerged for the school to enact change pertaining to the need to address student self-reported sense of being seen and validated for who they are as individuals in our multicultural community.</p> <p>We are making this commitment in order to ensure a positive learning environment for all students, in which diverse populations are represented and feel welcomed and supported, in order to learn to meet their potential.</p>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Curriculum updates (Supplemental Materials) will be applied for and implemented.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	In the past there have been some curriculum updates with the supplemental materials to include more diversity. However, according to answers provided during



## Commitment 2

		a student survey on May 21 and 22, 2024, more than 85% of the students did not feel themselves reflected or represented in the classroom curriculum. When students feel a sense of inclusion/belonging it can increase educational success. By expanding our curriculum this should engage them more to improve student success.
Create a student committee to have a voice in their academic activities within the school.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	PBIS will intentionally have monthly meetings with student participation and plan quarterly events that include all students. In the past we had events with little to no student input, but now we will be more intentional to include student voice in the planning of events to ensure students are represented and included in the school community.

## Implementation

### KEY STRATEGY 1

Curriculum updates (Supplemental Materials) will be applied for and implemented

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Teachers will receive culturally responsive training during PLC. This will be done one week out of each month by the AP in charge of each department using the text <b><u>Culturally Responsive Teaching and the Brain</u></b> by Zaretta Hammond as the focal lens. Curriculum updates will be done during PLC using what they learn in the culturally responsive training. This will help address the issue that students do not feel reflected or represented in the curriculum because it will give educators the opportunity to create a classroom atmosphere where all students feel valued and respected as outlined in the training. The expectation is that all curriculum be updated within the timeframe that is given. Teachers will work in grade level/content teams.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will meet once a month, during PLC with other content area teachers. The collaboration between the different subject areas will give teachers the opportunity to create more interdisciplinary lessons that will highlight the diverse perspectives and connect to student's lives. The expectation is that students see the connections between the different subjects and have a deeper learning and level of comprehension. We hope that the projects and hand on activities that are created create a level of engagement for students that will increase motivation and interest in learning.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

## Commitment 2

Money for DC retreat for preplanning, PLC time, Superintendent's Conference Day, curriculum scope & sequences across content areas and technology and digital resources

### KEY STRATEGY 2

Create a student committee to have a voice in their academic activities within the school.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
We will create a student committee using students from diverse backgrounds (ie: grade levels, academic status, race etc.) The committee will meet every quarter to share their interest and experiences and topics or projects that are meaningful to them. We will use this input to guide curriculum choices and supplemental materials. This will create opportunities for students to have voice and choice in the school community.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
PBIS will intentionally have monthly meetings with student participation and plan quarterly events that include all students. Events will be shared monthly with the school community.		<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money to purchase the book <u>Culturally Responsive Teaching &amp; The Brain</u> by Zaretta Hammond, surveys		

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

*Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )

## Commitment 2

Curriculum updates (Supplemental Materials) will be applied for and implemented	<p>Evidence from updated scope and sequence, supplemental materials ordered, Supt. Conference day materials and attendance</p> <p>We will be looking at our common assessments across the content areas, Red, Yellow and Green students quarterly as well as end report card grades.</p>	Students will see themselves in the updated scope and sequence, and that our common assessments across the content areas will demonstrate student growth by 5% Between the first and third common assessments.	
Create a student committee to have a voice in their academic activities within the school.	Evidence of sign-in sheets and surveys completed by students for participation.	Increased student participation and whole-school growth of inclusivity and positive behavior results for the school climate and culture by 10% throughout the course of the SY.	

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

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

Commitment 2

<b>Mid-Year Benchmark(s)</b>	Evidence from student participation and attendance for PBIS events, as well as student surveys	Increased student participation and whole-school growth of inclusivity and positive behavior results for the school climate and culture by 5% from the beginning of the SY.	
<b>Mid-Year Benchmark(s)</b>	Evidence from the attendance for the DEI training, lesson plans as well as the staff survey responses	Increase by 20% in Adult/School-wide behaviors and practices changed and inclusive of the students, including the curriculum being taught by February.	
<b>End-Year Benchmark(s)</b>	Evidence from the attendance for the DEI training, FILWs as well as the staff survey responses	Increase by 50% Adult/School-wide behaviors and practices changed and inclusive of the students, including the curriculum being taught by May.	
<b>End-Year Benchmark(s)</b>	Evidence from student participation and attendance for PBIS events, as well as student surveys	Increase by 25% student participation and whole-school growth of inclusivity and positive behavior results for the school climate and culture from Sept.- June SY.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 2

<b>Student Survey</b>		These questions will be changed and we will be using a likert scale rating for our Spring Surveys.		
<b>Staff Survey</b>				
<b>Family Survey</b>				

## Civic Empowerment Project (schools in CSI only)

### Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

### Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☒ Schoolwide Voting
- ☐ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov))

## 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.

### 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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

### Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Janiqwa Worsley	English Department Chair	11/14/23	1/8/24		4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Tiffany Ward	Social Studies Chair	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Shannon Considine	Science Department Chair	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10 7/26
Gayle Gerrard	Special Education Department Chair	11/14/23	1/8/24	2/23/24	4/26/24	4/15-4/17	5/3/24	5/3.6/4,6/10 7/26
Pam Knittel	ENL Department Chair	11/14/23	1/8/24	2/23/24	4/26/24	4/15-4/17		5/3.6/4,6/10 ,7/26
Kate Livermore	Mathematics Department Chair	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,7/26

## Our Team's Process

Donata Carolina	Assistant Principal	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Dr. Phee Simpson	Principal	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Joe Laster	Parent				4/26/24	4/15-4/17	5/3/24	5/3.6/4,6/10
Joe Mazzetti	Assistant Principal	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Tamara Smith	Assistant Principal	11/14/23	1/8/24	2/23/24	4/26/24	4/15-4/17	5/3/24	5/3.6/4,6/10
Cecil Coston	Assistant Principal	11/14/23	1/8/24	2/23/24	4/26/24		5/3/24	5/3.6/4,6/10, 7/26
Dionnedra Atkins	Parent							8/19/24



## 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 answers we received from the student interviews gave us insight into what they were thinking and feeling about their treatment and the learning. This made us take a deeper look and realign our past practices in how decisions are made, activities/events planning for the school and curriculum that is being taught.

Schools in the ATSI and TSI model only

#### Subgroup Spotlight

##### **Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

## Next Steps

### Sharing the Plan

#### 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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

#### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.