



School Comprehensive Education Plan 2021-22

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: consider including a list of team members' names here)
Mrs. Royce-Giron-Principal
Ms. Pushkantser- District Supervisor of Secondary Education
Mr. Parkes-Assistant Principal
Ms. Wright- Assistant Principal
Mr. Wood -Assistant Principal
TBD - School Counselor
TBD -Teacher
TBD-Teacher

Mr. Zach Martin -Parent
Ms. Tamoya Norwood - Parent

And in partnership with the staff, students, and families of Poughkeepsie High School

Guidance for Teams

Template

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

Commitments and Strategies

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

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

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

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

Resources for the Team

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

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

Commitment 1

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	<p>We are committed to developing an academic environment where learning and academic success are our main priorities through an instructional focus that engages all our teachers and staff in inquiry teams.</p>
<ul style="list-style-type: none">•	<p>We are making this commitment to increase students' academic achievement through our instructional focus. As a team we commit to engaging in inquiry teams in order to analyze all forms of data to identify problems of practice matched with learner centered gaps in content/skill, study and implement research based learning strategies and best practices, and incorporate common protocols, rubrics and performance based assessments to intellectually engage and challenge our students.</p> <p>During our student interviews we noted that students seek more hands-on learning and connections to the real world. By engaging in inquiry teams we will be able to implement teaching practices that increase student discourse, critical thinking, and student centered learning. In doing so, we will be able to make thinking visible which will encourage our students to engage in their classes in a critical way, make real world connections and engage with the content in new ways that pushes their thinking and dialogue.</p> <p>When completing the Equity Self-Reflection, we, as the administrative team found that we agree that student voice is a huge part in providing a welcoming and affirming environment. In the spring of 2021, members of the PHS team, including admin, teacher, and students attended a virtual conference hosted by Boces around Equity, Diversity and Inclusion. This was the kick off of forming an Equity Team to move forward ensuring all PHS students are safe, welcomed, heard and see themselves in their learning via lessons, text and in their environment. Administration is committed to providing a curriculum that is culturally relevant, a space that is safe and an opportunity for all students to be heard and engaged in their own learning.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Data Cycles</p>	<p>The district will provide a testing calendar with specific windows for the IReady diagnostic. In addition to IReady, regents, and AP exams we will work to monitor in class formative assessment data. Such data may include anecdotes during discussions/socratic seminars, class assignments and tasks, and debates. Teachers will have set meeting times to review the data 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. Teachers will utilize the Plan, Do, Study, Act process and meet weekly during their PLC meetings to discuss their lesson plans, data, adjustments, and ongoing progress.</p>	<p>The strategies determined by teachers will be monitored in house through formative assessments. IReady diagnostic will take place in the beginning, middle and end of the year to monitor overall progress of students' in reading and math. This data will be shared with all content area teachers to support students' reading and mathematical skills. Teacher practice will improve based upon their planning and data driven instructional decision making. Teachers will utilize the Plan Do Study Act model to discuss and review their lessons, data, and make adjustments as needed to address students' needs based on the data.</p>	<p>IReady Each student will have their own chromebooks. Teachers will be provided with access and disaggregated data from IReady at PLC and department meetings.</p>

Commitment 1

<p>Common Formative Assessments</p>	<p>During PLC's teachers will work on developing and implementing common formative assessments to monitor data.</p> <p>This will help create alignment across grades and content areas.</p> <p>Teachers will then use the data from these common formative assessments during data cycles to identify areas of strengths, gap, and determine strategies to address instructional gaps and students' needs.</p>	<p>Using common formative assessments will allow teachers to align best practices school wide. Additionally, if we use common formative 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.</p>	<p>Time</p> <p>Common formative assessment protocols and tracker</p>
<p>Structured common planning time</p>	<p>Teachers will use google docs to maintain collaborative files for their grade level and department teams with the following components:</p> <ol style="list-style-type: none"> 1) Meeting agendas and minutes 2) 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 3) Strategies the teachers are or will use to address gaps and interventions based on the data 	<p>Success and progress will be monitored through the review of the documents, IReady data for growth, and common strategies will be used across classrooms. Teachers will use the data to help drive their instructional classroom tiered interventions.</p>	<p>Google Classroom and google docs platform and PD, if needed</p> <p>Schedule for meetings</p> <p>Time-making sure the time during these meetings is not interrupted</p>

Commitment 1

<p>Planning</p>	<p>Teachers will follow the BRICK plan, in collaboration with BOCES, to improve the lesson planning process. The Plan-Do-Study-Act process will allow teachers to monitor their planning and implementation of their lessons. This will allow teachers to use data to inform their practice, build upon their strengths while addressing any areas in need of improvement. It also will ensure data informed decision making in the classrooms and a focus on planning with purpose to address students' needs as well as the content.</p>	<p>Through professional development, COP meetings, and feedback teachers will be 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.</p>	<p>Time PLC meetings BOCES PD</p>
<p>Structured and targeted professional development</p>	<p>Professional development for faculty and staff will focus on academic achievement based on the data.</p> <p>Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms.</p> <p>This may include collaborative professional development workshops, coaching from the administration team, Supervisor of Secondary Education, informal non-evaluative feedback, focused instructional walkthroughs, and high quality teacher feedback.</p>	<p>After reviewing the results of each diagnostic and classroom data to determine student progress, PD will be implemented to sustain and ensure ongoing growth.</p> <p>This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.</p>	<p>Google docs for instructional walkthrough forms</p> <p>Time</p> <p>Scheduled time and professional development calendar in collaboration with the district and BOCES</p>

Commitment 1

Monitoring from the School admin and district curriculum and instructional team	During walkthrough the administrators will determine ways teachers incorporate the data based instructional strategies, review IReady usage reports, and monitor for implementation of the Ready curriculum. Administrators will monitor progress throughout the year and share data with the staff during faculty meetings.	Administrators will be able to provide useful feedback aligned to the Ready curriculum, IReady data, and state and district goals to ensure academic achievement and equity across all classrooms.	Time- the principal and district admin will set clear time for this work to ensure it is uninterrupted
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Commitment 1

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>My teacher provides me with support when I don’t understand the material in class.</p> <p>My classes give me the materials I need to be successful.</p> <p>My classes provide me with strategies/tools to meet my individual learning needs.</p>	85%
Staff Survey	<p>I have the resources to link the strategies, content, and materials to address the individual needs of all of my students.</p> <p>I have been provided with opportunities to collaborate and learn from/with my colleagues to implement best practices pertaining to the curriculum.</p> <p>I feel confident implementing curricula and using data that advances my students’ academic success.</p>	85%
Family Survey	<p>I feel comfortable contacting the school when I have questions or concerns about my child’s academics.</p> <p>The School has provided me with opportunities and/or workshops to support my child.</p> <p>I feel the school welcomes parents, asks for parent input and allows me to ask questions, share concerns, and obtain support for my child.</p>	85%

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Increase student individual growth levels on IReady diagnostics from the beginning of the year to the end of the year by two levels in both ELA and Math.

By July 2022, 75% of the students taking regents exams in the core courses (Algebra I, Living Environment, English 11, US History and Global History II) will have passed both their core courses and met the requirements on the NYS regent exam in the respective content.

We will achieve these goals by doing the following:

- use of iReady data individualize students' needs
- creating assessments utilizing regent assessment language and formatting
- training teachers on how to effectively create rubrics and score assessments

Commitment 2

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to ensuring an inclusive and positive learning environment where all students' feel they belong.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">● <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>	<p>As in-person instruction did not begin until February 16, it is difficult to determine an established pattern of student social emotional needs. To accurately determine patterns of social-emotional needs, as we expect in-person instruction 5 days a week for the start of the 2021-22 school year. Our student interviews revealed that students feel safe and want to maintain that sense of safety through security and community within the school.</p> <p>We want to minimize referrals, suspensions and time spent out of the classroom by providing students with a strong system that supports their social and emotional needs. Students shared that they want to feel that they are part of a family in school and to be safe. By addressing their social-emotional needs we will ensure they have a safe environment that promotes learning. By developing a strong SEL program through our PBIS and MTSS systems we will work to address our students' social and emotional needs, while ensuring equity for all our students.</p> <p>We will work with our teachers to provide an inclusive and positive learning environment and with the use of PBIS, MTSS, and evidence-based interventions, we will be able to ensure students feel safe in the school both physically and safely to take academic risks, thereby supporting their academic and social-emotional needs.</p>

Commitment 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create a PBIS team with MTSS aligned plans to support students emotional, social, and academic needs</p>	<p>PHS will implement a PBIS team, composed of administrators, counselors, grade team representatives, administrators, and additional staff members. This team will meet regularly to discuss issues pertaining to school behavior, discipline data and PBIS implementation. The PBIS team will tier students within their grade level using the MTSS Framework.</p>	<p>The counselors will work with each grade level team to monitor progress through ongoing check-ins, data monitoring, and meetings to share our progress. They will also support in creating action plans to address students' individual social and emotional needs. We will use a google doc to share and track student growth and evidence based interventions. We will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.</p>	<p>student meeting form google data tracker</p>
<p>Implement and monitor the impact of the PBIS systems tiered behavioral and academic interventions in collaboration with the Executive Director for Students with Exceptionalities and the MTSS district plan</p>	<p>The MTSS coordinator will work with our PBIS team to implement key interventions as outlined in our PBIS plan. MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction,</p>	<p>Our PBIS plan will go as follows: PHS staff will use the matrix created by the Committee (with feedback from the entire staff) on the PRIDE values (Perseverance, Respect, Involvement,</p>	

Commitment 2

	<p>differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.</p>	<p>Direction, Empathy) to reward students when they display expectations / positive behaviors. Students will earn one point rewards. Points, beginning from scanning into the building on time in morning with their ID card, will automatically increase in their account. All staff will have access to reward points to students.</p> <p>Students will be able to spend their points in the Pioneer pride School Store, gain access to the Pioneer Pride Student Lounge at lunchtime and after-school, purchase raffle tickets for incentive prizes and gain entrance to trips, programs and special events.</p> <p>The MTSS team will analyze the tiered data to plan events and address concerns as they arise. Student representation will be present on the planning team.</p>	
<p>Professional Development for teachers</p>	<p>Administration will provide training in restorative practices, PBIS, and MTSS in order</p>	<p>Feedback, surveys, and data will be monitored to</p>	<p>Time</p>

Commitment 2

	to support teachers in the referral process, supporting them in integrating students back into the classroom after their behavior has been addressed through Tier 3 interventions, and professional development on tier 1 in class interventions.	determining the impact of the PBIS systems in place	Counselors
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Commitment 2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel that the school provides a family-like environment. I feel welcome in the school. The school offers after school activities that I am interested in. I can really be myself at this school. Teachers at this school are interested in my ideas.	85%
Staff Survey	The school provides opportunities for all students to experience success. The school values the work I do to support students beyond the curriculum. The school addresses the social and emotional needs of the students.	85%
Family Survey	My child feels connected to this school. The staff at this school care about my child. My child and I feel welcome in the school.	85%

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

We will work to decrease student referrals by 20%.

In order to ensure full implementation of PBIS, all staff will be trained in the MTSS models and the matrix to be used for behavioral expectations.

In order to ensure full implementation of MTSS and EST, 100% of teachers will be provided with professional development that focuses on social emotional support. DBT skills and strategies will be introduced to all staff.

Our student support specialist team will identify at risk students, based on their attendance, behavior logs, and academics, and provide these students with targeted, tiered interventions.

Commitment 3

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to improving our four year graduation rate by creating a positive learning environment, strong relationships with our students, creating monitoring systems for grades 9-12 and programing for credit recovery to ensure all students fulfill their graduation requirements.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">● <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>	<p>We have noticed that many of our students are struggling with their graduation requirements and there is a direct correlation between graduation and college and career readiness. As such, we want to improve upon our students' abilities to receive the necessary credits.</p> <p>We are aware that in order to provide students with strong academic learning experiences and be able to de-escalate situations and ensure a supportive learning environment we must maintain positive relationships with our students and increase engagement. Additionally, in going through inquiry cycles around "The Opportunity Myth" we will also work to ensure that our academic programs are equitable, maintain high expectations for all and support students through academics and relationship building within the classrooms.</p> <p>After reviewing "How Learning Happens" it is clear that the learning is relational and contextual. During their interviews, we noted that students' perspectives of community and their relationships within the school varied. We want to ensure that all our students feel connected and believe that they are provided a strong, equitable, positive, and caring learning environment in which they can excel. As such, the relationships we build with our students are essential to their cognitive learning abilities and ensuring a positive learning environment is key. In order to ensure these positive relationships we must improve attendance of both our students and faculty and provide students with the time, high expectations, equitable resources and opportunities, and positive learning environments.</p> <p>Between attendance of students and teachers, a focus on restorative practice, and programming for credit recovery we believe we will be able to build stronger relationships with our students and families to support our students in fulfilling their graduation requirements in a timely fashion, to ensure college and career readiness.</p>

Commitment 3

Commitment 3

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Monitor and increase student attendance</p>	<p>As a school we will work on monitoring our teacher and student attendance. Attendance directly affects student progress. Students will receive calls, and a protocol will be put in place to address chronic absenteeism, including home visits to ensure that students who are chronically absent are provided with support in order to increase their attendance.</p> <p>Our goal is to decrease daily teacher absences by 3%. In order to address the causes of this attendance concern we will establish norms for school and community at large to provide students with consistent rigorous instruction.</p>	<p>During SY 2021-22 administration will communicate the expectation that the Attendance Monitoring Team will use the Tiered Framework shown below to guide their weekly/monthly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.</p>	<p>Tiered Framework</p> <p>Attendance monitoring team will need set time to meet</p>
<p>Restorative Practices--Teaching with Love and Logic</p>	<p>Teachers will receive district training as well as building level training on teaching with love and logic.</p>	<p>We will see improvement in student attendance and behavior.</p>	<p>Copies of Teaching with Love and Logic</p>

Commitment 3

<p>Credit Recovery/Extended Day</p>	<p>We will provide additional staff to teach credit recovery classes, using courseware, so that students who require credit recovery will be able to take classes after school in order to fulfill any deficits in their graduation requirements.</p> <p>The credit recovery program will run from 3:00 PM -6:00 PM. Teachers will be hired to work from 3-6.</p>	<p>We will monitor students' throughout this program to ensure their success.</p> <p>There will be ongoing check ins and monthly meetings with the teachers in order to ensure that students pass and succeed in the credit recovery programs.</p> <p>Counselors will meet with the students on a monthly basis to check in on students and monitor their progress, address any issues/concerns, and provide support as needed.</p> <p>Communication with parents/guardians/families will occur on a monthly/bi-monthly basis in order to support students' success.</p>	<p>Additional teachers</p> <p>Space for classes</p> <p>courseware</p>
<p>Frequently monitor graduation requirements, student transcripts, and other pertinent academic records.</p>	<p>AP's will work with counselors by grade level to conduct ongoing reviews of student progress and performance. Data from these meetings will be shared with families of any 9-12th grade students who are at risk or not on pace to graduate in four years.</p>	<p>Admin and counselors will monitor grades, attendance, credit status and meet with students when needed to ensure students remain on track for graduation and are placed in the correct pathway for graduation.</p>	<p>Data tracker</p>
<p>Develop an action plan focused on increasing four year graduation rate</p>	<p>An action plan will be developed by the school building council based on data from the 2020-2021 school year and 2021 summer</p>	<p>As evidenced by Infinite Campus, we will use student failure reports, transcripts,</p>	<p>Time</p> <p>courseware</p>

Commitment 3

	<p>school data, in order to increase the four year graduation rate.</p> <p>Counselors will schedule identified students for the credit recovery program to provide them with opportunities to recover the necessary credits for graduation.</p>	<p>and other academic records to monitor our data.</p>	<p>Credit recovery program and staff</p> <p>Staff will need to monitor data closely</p> <p>Training for staff</p>
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Commitment 3

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<p>I feel like my teacher knows the real me.</p> <p>My teachers make sure that I understand the material before they move on.</p> <p>My teachers provide support for both the course work and regents preparation.</p> <p>I feel safe taking academic risks in class.</p> <p>The school provides extended learning activities that I am interested in.</p> <p>My courses provide real world experiences/ connections and provide proper support so that I am able to pass the course.</p> <p>During the school year, I have been provided with opportunities to ensure that I have the credits and am on track to graduate.</p>	85%
Staff Survey	<p>I am provided with the time needed to build relationships with my students.</p> <p>I feel supported by the school and administration to be able to use data to support my students and keep them on track for graduation.</p> <p>The school provides me with the resources to implement hands-on learning experiences for my students.</p>	85%

Commitment 3

Family Survey	The school provides my child with real world learning experiences. The school provides my child with after school activities that meet their individual learning needs/interests. My child wants to come to school everyday. My child is provided with the necessary support to stay on track for graduation. The school provides me with the information to support my child in staying on track to graduate.	85%
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
<i>Using October 2020 data as a baseline, MTSS teams will aim to improve student attendance by 5% for the 2020-21 school year.</i>
<i>We will observe demonstrable growth through an increase in 4 year graduation rate and regents pass rate.</i>

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.

X 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
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>PHS will use planning time to allow for professional learning communities in order to foster opportunities for professional development, data discussions and peer collaboration of best practice. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. Administration, with the SSP as a collaborative partner, will monitor shared folders to ensure that teacher teams are adhering to the meeting expectations and provide actionable feedback when required.</p> <ul style="list-style-type: none"> ● i-Ready Data Cycle (Admin facilitated) <ul style="list-style-type: none"> ○ Teams Collaboratively Review ○ Teams and Depart Chair: Review and revise action plans ○ Participate in a PDSA data cycle around a problem of practice ● MTSS Team

- Monitor attendance
- PBIS / student referrals and progress
- Team Planning
- Professional Development / workshops

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
Mrs. Royce-Giron	Principal
Ms. Pushkantser	Supervisor of Secondary Ed.-district
Mr. Parkes	Assistant Principal
Mr. Wood	Assistant Principal
Ms. Wright	Assistant Principal
TBD	Teacher
TBD	Teacher
TBD	School Counselor
Mr. Zach Martin	Parent
Ms. Tamoya Norwood	Parent

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
8/9-8/10	x		x	x		
8/11				x	x	
8/16					x	
8/18		x	x		x	
8/30			x	x	x	x
9/16						
10/14						
12/15						
3/24						
6/9						

Learning As A Team

Directions

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

Student Interviews

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

The student interviews provided us with insight pertaining to how our students felt and what their experiences are like at Poughkeepsie High School. This informative process provided us with insight pertaining to their academics, social and emotional needs, and perspectives on the high school community overall. This information was used to make targeted decisions during this process to devise this plan. The plan takes these facets into account and breaks them down to a more granular level. The students' insights provided us with the validation needed to achieve our goals and to ensure our students' input was implemented to address each of their suggestions and specific needs.

Equity Self-Reflection

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

The equity self reflection informed this plan because it provided an equity lens throughout each commitment and strategy. Equity is inherent in our instructional focus, which also informs every one of the tenants we chose for this plan. Ultimately our commitments focus on providing our students with an equitable learning experience in which they are able to learn and grow as students, individuals, and independent learners.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.