



School Comprehensive Education Plan 2021-22

| District | School Name | Grades Served |
|------------------------------------|------------------------|---------------|
| Greenville Central School District | Greenville High School | 9-12 |

Collaboratively Developed By:

The Greenville High School SCEP Development Team

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And in partnership with the staff, students, and families of Greenville 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 I

Our Commitment

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| <p>What is one commitment we will promote for 2021-22?</p> | <p>All high school students will engage in relevant and challenging learning that will motivate them to be collaborative, creative, and inquisitive.</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>After reviewing student perception data, it was determined that students do not perceive courses as being relevant to real life.</p> <p>Research indicates that when students feel that coursework is relevant to their lives, there is greater student engagement and achievement.</p> <p>The GCS vision offers guidance concerning a relevant and rigorous plan for curriculum, instruction, and assessment. These elements will be addressed as we seek to increase student engagement.</p> |

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>Implement and revise a rigorous 9-12 curriculum that is aligned vertically and horizontally (Curriculum)</p> | <p>Teachers will curriculum map:</p> <ul style="list-style-type: none"> • Maps not yet started will be created and developed • Partially developed maps will progress to well developed • Developed maps will be reviewed and revised <p>Teachers will enhance vertical alignment of curriculum:</p> <ul style="list-style-type: none"> • HS teachers will work as departments to assure vertical alignment • Departments/teams will document cross-curricular alignment <p>Administrative team will:</p> <ul style="list-style-type: none"> • Provide time for curriculum mapping during faculty meetings and conference days | <p>Director of Curriculum, Instruction & Assessment will inventory curriculum maps for the stage of development (well-developed, partially developed, started, not started) and share out with BLTs and teacher leaders</p> | <ul style="list-style-type: none"> • Faculty meeting time dedicated to working on curriculum maps • Time during Superintendent Conference Days provided to develop maps • Questar Specialists • Additional Time for working in horizontal and vertical collaborative groups |
| <p>Increase relevance in courses/classes 9-12 (Instruction)</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> • Enhance relevance by exploring a variety of instructional strategies that | <ul style="list-style-type: none"> • Student perception data will show increased ratings of class/course relevance | <p>Professional Development for:</p> |

Commitment 1

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| | <p>would encourage student choice, differentiated instruction, real world applications, questioning techniques, for example: project based learning inservice, questioning professional development (faculty meeting))</p> <ul style="list-style-type: none"> ● (HS Principal) Survey faculty/staff to determine relevant mini PDs for faculty meetings ● Implement instructional strategies that are cooperatively developed with students based on student academic/SEL needs ● Extend classroom learning via targeted extension activities: ex: guest speakers, virtual/in-person trips, career days, service days <p>BLT will:</p> <ul style="list-style-type: none"> ● Readminister Elective Interest Survey to students (grades 8 - 12) about content/courses that would increase relevance and engagement (include link to course selection guide in survey for students) ● Identify high interest activities (in class and after school) to engage students at all levels | <ul style="list-style-type: none"> ● When asked, students are able to articulate why they are doing certain activities in classrooms ● Other possible measures of success could be witnessed in: increased student attendance, reduction of course failures ● Variety of presenters will provide mini PDs throughout the year <ul style="list-style-type: none"> ● High school student survey results will be shared with HS Faculty/Dept Meetings and used to inform course/content planning | <ul style="list-style-type: none"> ● Project Based Learning ● Differentiated Instruction ● Specially Designed Instruction ● Inquiry Learning ● Possible expenses associated with guest speakers, field trips, etc. <ul style="list-style-type: none"> ● Collaboration time for curriculum development and classroom integration ● Questar Specialists ● Group of teachers to review and edit survey <ul style="list-style-type: none"> ● Time in class to administer survey ● Future elective offerings based on student interests |
| <p>Review of current assessment/grading practices (Assessment)</p> | <p>Administrators will:</p> <ul style="list-style-type: none"> ● Identify grading practices within departments and teams | <ul style="list-style-type: none"> ● Administrators will collaborate with teacher leaders to analyze current practices and identify next steps | <p>Professional development on:</p> <ul style="list-style-type: none"> ● Assessment practices ● Standards Based Grading |

Commitment 1

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| | <ul style="list-style-type: none">● Work with a team of teachers to review assessment programs (continuation of 20.21 DCIP) | <ul style="list-style-type: none">● Identification of an assessment program | |
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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 | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------|------|--------------------------------------------------------------|------|-------------------------------------------|------|
| Student Survey | HS Student Perception Data: Scale - 5 Strongly Agree, 1 Strongly Disagree | HS Student Perception Data: Scale - 5 Strongly Agree, 1 Strongly Disagree | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Statement</th> <th>2021 Actual</th> </tr> </thead> <tbody> <tr> <td>“I feel that I am in charge of what I learn.”</td> <td>2.56</td> </tr> <tr> <td>“I find what I learn in school to be relevant to real life.”</td> <td>2.69</td> </tr> <tr> <td>“The work at this school is challenging.”</td> <td>3.45</td> </tr> </tbody> </table> | Statement | 2021 Actual | “I feel that I am in charge of what I learn.” | 2.56 | “I find what I learn in school to be relevant to real life.” | 2.69 | “The work at this school is challenging.” | 3.45 | <table border="1"> <thead> <tr> <th>Statement</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>“I feel that I am in charge of what I learn.”</td> <td>2.69</td> </tr> <tr> <td>“I find what I learn in school to be relevant to real life.”</td> <td>2.82</td> </tr> <tr> <td>“The work at this school is challenging.”</td> <td>3.62</td> </tr> </tbody> </table> | Statement | 2022 Target | “I feel that I am in charge of what I learn.” | 2.69 | “I find what I learn in school to be relevant to real life.” | 2.82 | “The work at this school is challenging.” | 3.62 |
| | Statement | 2021 Actual | | | | | | | | | | | | | | | | |
| | “I feel that I am in charge of what I learn.” | 2.56 | | | | | | | | | | | | | | | | |
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| Staff Survey | <table border="1"> <thead> <tr> <th>SEL HS Staff Survey</th> <th>2021 Actual</th> </tr> </thead> <tbody> <tr> <td>“I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.”</td> <td>3.30</td> </tr> <tr> <td>“I utilize SEL strategies with students in my classroom.”</td> <td>3.90</td> </tr> </tbody> </table> | SEL HS Staff Survey | 2021 Actual | “I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.” | 3.30 | “I utilize SEL strategies with students in my classroom.” | 3.90 | <table border="1"> <thead> <tr> <th>SEL HS Staff Survey</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>“I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.”</td> <td>3.47</td> </tr> <tr> <td>“I utilize SEL strategies with students in my classroom.”</td> <td>4.0</td> </tr> </tbody> </table> | SEL HS Staff Survey | 2022 Target | “I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.” | 3.47 | “I utilize SEL strategies with students in my classroom.” | 4.0 | | | | |
| | SEL HS Staff Survey | 2021 Actual | | | | | | | | | | | | | | | | |
| | “I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.” | 3.30 | | | | | | | | | | | | | | | | |
| “I utilize SEL strategies with students in my classroom.” | 3.90 | | | | | | | | | | | | | | | | | |
| SEL HS Staff Survey | 2022 Target | | | | | | | | | | | | | | | | | |
| “I am confident in supporting students in developing SEL skills identified in the NYS benchmarks.” | 3.47 | | | | | | | | | | | | | | | | | |
| “I utilize SEL strategies with students in my classroom.” | 4.0 | | | | | | | | | | | | | | | | | |
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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.

ESSA Targets and Data

Class of 2025 (current 9th graders) Math Target

| Group | End Goal | School MIP | State MIP | Long-Term Goal | Last Available GCS Data Class of 2019 |
|----------------------------|----------|------------|-----------|----------------|---------------------------------------|
| All Students | 200 | 149.7 | 157.6 | 157.6 | 134.76 |
| Economically Disadvantaged | 200 | 135.0 | 139.9 | 139.9 | 121.05 |
| Students with Disabilities | 200 | 88.6 | 105 | 105 | 60 |

Class of 2023 (current 11th graders) ELA Target

| Group | End Goal | School MIP | State MIP | Long-Term Goal | Last Available GCS Data Class of 2019 |
|----------------------------|----------|------------|-----------|----------------|---------------------------------------|
| All Students | 215 | 201.6 | 193.6 | 193.6 | 180.52 |
| Economically Disadvantaged | 215 | 189.8 | 176.5 | 176.5 | 168.75 |
| Students with Disabilities | 215 | 135.2 | 132.8 | 132.8 | 50 |

Commitment 1

Curriculum Mapping Data

| Building | # Created | # Not Yet Created | Of those created: | |
|----------|-----------|-------------------|-------------------------------|--------------------------------------|
| | | | % Developed or well developed | Target % Developed or well developed |
| HS | 31 | 38 | 19% | 50% |

Qualitative Measures:

See items listed in "Gauging Success" Column

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2021-22?</p> | <p>All students, staff and families will be provided a welcoming, safe, secure, supportive, and engaging school environment where all students thrive.</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>GCS's vision emphasizes the importance of an aligned curriculum and a nurturing school environment.</p> <p>Research indicates that when students feel that coursework is relevant to their lives, there is greater student engagement and achievement which results in a more positive school experience. It is our hope that a positive school experience will result in improved student attendance.</p> <p>With the reintroduction of all high school students to in person instruction, it is necessary to consider the needs of all of the students through the focus on SEL opportunities and addressing attendance concerns.</p> <p>An aligned SEL curriculum will be developed as a tool that supports a robust SEL/character education program.</p> |

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>Pilot Student Success Plans</p> | <ul style="list-style-type: none"> ● Participate in the NCRERN project regarding Student Success Planning (grade 9) ● School personnel volunteers will meet with selected students 5 times over the course of the year ● A supplied curriculum will be utilized by the volunteers to support student success | <ul style="list-style-type: none"> ● Process for NCRERN Student Success Plans and data from project ● Data will be shared with NCRERN at the end of the school year ● NCRERN will determine if the SSPs were successful | <ul style="list-style-type: none"> ● Time for NCRERN project ● Teacher/Staff Volunteers |
| <p>Reduce chronic absenteeism</p> | <p>Administrators with HS faculty feedback will:</p> <ul style="list-style-type: none"> ● Confirm when student disengagement begins, and explore root causes ● Review 6 -12 Attendance Procedures (period) and how they are implemented at each building ● Institute an automatic Rtl process to address chronic absenteeism (triggered at 5/10/15... absences); weekly meetings with District Principal, HS Principal and 3 PPS members, include social worker | <ul style="list-style-type: none"> ● Historical attendance data will be compiled and shared with RTI team ● Procedures are reviewed and modified as needed ● Following attendance review meetings, Rtl attendance-specific interventions are implemented ● Compile a list of current effective practices ● Decreased rates of chronic absenteeism | <ul style="list-style-type: none"> ● Schooltool attendance data ● Rtl meetings ● Inventory of ready-to-use Rtl interventions |

Commitment 2

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| | <ul style="list-style-type: none"> ● Identify effective home - school practices for students at-risk of chronic absenteeism ● Inventory and share out existing resources that address students' basic needs <p>Teachers will:</p> <ul style="list-style-type: none"> ● Implement and progress monitor RtI interventions for success | | |
| <p>Increase effective collaboration/shared decision making</p> | <p>Administrators and Teacher Leaders will:</p> <ul style="list-style-type: none"> ● Use district meeting agenda template, norms, and consensus guide ● Remind faculty and staff where meeting agendas and minutes are available for future reference ● Share and discuss Levels of Decision Making | <ul style="list-style-type: none"> ● Use of common collaborative processes ● Agendas and minutes will be available for faculty/staff review at Faculty/Staff Shared Drive ● Increased scores on faculty/staff perception survey | <ul style="list-style-type: none"> ● Shared folder for agendas and committee minutes ● Annual perception survey |
| <p>Align Spartan STRONG Activities (Character Education)</p> | <p>HS BLT will:</p> <ul style="list-style-type: none"> ● Share with each other current practices regarding Spartan STRONG activities <p>Character Education PLC will:</p> <ul style="list-style-type: none"> ● Refocus on Spartan STRONG K-12 ● Partner with community/businesses S,T,R,O,N,G signs ● Identify opportunities to nurture an inclusive environment; NCBI Train the Trainer and NCBI faculty advisor ● Promote use of Spartan STRONG postcards K-12; Reminders will be | <ul style="list-style-type: none"> ● Shared document with Spartan STRONG activities ● Alignment of the programs K-12 ● Spartan STRONG signage around the community ● School wide NCBI activity; students trained through NCBI ● Spartan STRONG postcard data collection sheet; include feedback discussion about postcards | <ul style="list-style-type: none"> ● Spartan STRONG signage and postcards ● Professional development: <ul style="list-style-type: none"> ○ NCBI |

Commitment 2

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| | <p>provided in the Principal’s Weekly Bulletin and at Faculty Meetings</p> <ul style="list-style-type: none"> ● HS BLT representative on the committee will report back to the HS BLT. The HS BLT will use this information to drive their own goals and monthly work as needed. | | |
| <p>Continue with implementation of NCBI</p> | <ul style="list-style-type: none"> ● Continue to build on the introduction of the NCBI program by participating in Train the Trainer event (adults and students) | <ul style="list-style-type: none"> ● Participation in training opportunities (Train the trainer - October 2021) ● Mini PD at faculty meeting | <ul style="list-style-type: none"> ● NCBI training costs ● Time for training to take place ● Student volunteers |
| <p>Support the Development of Social Emotional Learning K-12 Scope and Sequence (that can later incorporate Character Education priorities)</p> | <ul style="list-style-type: none"> ● PPS team will meet with the HS faculty to discuss survey results. If there are deficits, the PPS team will collaborate with faculty about what the PPS team can present on and what the classroom teachers can do to address the deficits. ● A representative from the PPS team will meet with the HS BLT to report on findings or areas of concern. HS BLT will use this information to drive their own goals and monthly work as needed. ● Collaborate with PPS team member to support PPS Committee selection of scope and sequence software and how to implement/integrated at the high school | <ul style="list-style-type: none"> ● By June 2022, the number of students responding positively on the 2022 Perception Survey to the statement, “I feel like I belong in this school”, will be 3.3 or higher ● SEL Progress updates presented by a PPS committee member at BLT meetings | <ul style="list-style-type: none"> ● Baseline survey in September and end of the year survey in May/June. ● PD on specially designed instruction, utilizing teaching assistants and co-teachers, techniques and strategies used for SEL |

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 | Statement | 2021 Actual | Statement | 2022 Target |
| | “I feel like I belong in this school.” | 3.3 | “I feel like I belong in this school.” | 3.67 |
| Staff Survey | HS Faculty/Staff Responses | 2021 Actual | HS Faculty/Staff Responses | 2022 Target |
| | My administrators support shared decision making. | 3.5 | My administrators support shared decision making. | 3.7 |
| | My administrators facilitate communication effectively. | 3.3 | My administrators facilitate communication effectively. | 3.5 |

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.

Demographic Data

| Chronic Absenteeism - % of students chronically absent by building | | | | |
|--------------------------------------------------------------------|--------------|------------------|-----------------|----------------------|
| Building | 20-21 Actual | 21-22 School MIP | 21-22 State MIP | 21-22 Long Term Goal |
| High School | 24.5% | 14.5% | 21.0% | 19.8% |

| Relevance and Community Connections | 2021 Actual | 2022 Target |
|-------------------------------------|-------------|-------------|
| Number of Guest Speakers | 3 | 5 |
| Number of Field Trips | 2 | 4 |

Qualitative Measures:

See items listed in "Gauging Success" Column

COMMITMENT 3

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

Our Commitment

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| <p>What is one commitment we will promote for 2021-22?</p> | <p>We will partner with families and the larger community to improve student learning and well being.</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 recognize that effective communication between all stakeholders is essential for students' success; improving access to accurate, timely, and focused information will support the partnerships between families and school personnel.</p> <p>Increased access and knowledge will increase parental and community involvement as a means to provide resources and support students' academic success.</p> <p>According to the document "How Learning Happens" a shift needs to be from thinking that learning only happens in schools to knowing that learning happens everywhere and all the time. The High School strives to provide resources to parents/families that allow all students to be successful.</p> |

Key Strategies and Resources

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| <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>Improve awareness of and access to parent resources</p> | <p>Administrators and Technology Coach will:</p> <ul style="list-style-type: none"> ● Collaborate with Teacher Leaders to identify needs at Department Chair meetings ● Collaborate with PTSA (random sample of parents) to identify needs ● Organize and communicate the availability of resources for families (ex: “How to use SchoolTool”, “How to use Naviance” and “How to use Google Classroom”) <p>Administrators and BLTs will:</p> <ul style="list-style-type: none"> ● Develop systems to advertise District events/workshops for families (ex: student role in commercials/announcements) ● Offer in-person and online workshops for parents/families, and explore options for child care | <ul style="list-style-type: none"> ● Track and evaluate the number of families attending the in-person and online instructional events ● Parent/family exit surveys from events | <ul style="list-style-type: none"> ● Coordination of child care if provided ● Exit surveys ● Time for planning |

Commitment 3

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| <p>Effective communication with parents/families to enhance student learning</p> | <p>Administrators will:</p> <ul style="list-style-type: none"> ● Coordinate purposeful communications ● Review communication processes through SchoolTool and Thrillshare ● Review and implement consistent process for events entered on High School and District website ● Provide digital and paper copies of report cards ● Use of Principal’s Newsletter to improve communication of events and activities to families. <p>Administrators and teachers will:</p> <ul style="list-style-type: none"> ● Use multiple modes to communicate with parents/families (individualized) ● Utilize communication logs ● Support the use of Morning Video Announcements ● Use of Principal’s Bulletin to improve communication of events and activities to faculty/staff ● Provide videos and course information for Open House Presentation <p>HS BLT will:</p> <ul style="list-style-type: none"> ● work with the MS BLT to increase parent awareness of technology being used by students in grades 6 - 12. | <ul style="list-style-type: none"> ● Established communication processes ● Paper copies of report cards sent home with students ● Shared examples of communication logs | <ul style="list-style-type: none"> ● Time for review of processes ● Funds for a paper folder |
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Commitment 3

End-of-the-Year Desired Outcomes

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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> | |
|----------------------|---------------------------------------------------------------------|--------------------|---------------------------------------------------------------------|--------------------|
| Family Survey | HS Parent Perception Data | 2021 Actual | HS Parent Perception Data | 2022 Target |
| | “I am informed about my child’s progress at school.” | 3.7 | “I am informed about my child’s progress at school.” | 3.9 |
| | “I know what my child's teachers expect of my child.” | 3.7 | “I know what my child's teachers expect of my child.” | 3.9 |
| | “The school provides an adequate calendar of school activities.” | 3.8 | “The school provides an adequate calendar of school activities.” | 4.0 |
| | “Teachers help me know how to support my child's learning at home.” | 3.5 | “Teachers help me know how to support my child's learning at home.” | 3.7 |

Commitment 3

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.

Qualitative Measures:

See items listed in "Gauging Success" Column

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 |
|----------------|-----------------------|
| Tim Albright | HS Teacher |
| Linda Esposito | HS Teacher |
| Casey Gannon | HS Teacher |
| Kristy Goergen | HS Principal |
| Kelly Hubicki | Parent Representative |
| Emily Karam | HS Teacher |
| Tadhg Russell | HS Teacher |
| Erin Sharkey | HS Teacher |
| Brynda Shultes | HS Teacher |
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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 |
|--------------|-----------------------|--------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------|------------------|------------------------------------------------|
| 7/8/21 | | | X | X | | X |
| 8/19/21 | | | X | X | X | |
| 9/16/21 | | | X | X | X | |
| 9/30/21 | | | X | X | X | |
| | | | | | | |
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Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.