New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Hawthorne Cedar Knolls UFSD	Linden Hill High School	9-12

Collaboratively Developed By:	
Name	Role
Shawn Marshall	Supervisor of Students with Disabilities/Coordinator of Curriculum/Instruction
Robert Worden	Principal
Chris Bramman	Teacher
Frank Borrelli	Teacher
Brian White	School Counselor
Nicholas Wolff	School Counselor
Santiago Ruiz	School Counselor
Juan Guaman	Parent/Guardian
Monique Johsnon	Parent/Guardian
And in partnership with the staff, students, and families of the Linden Hill 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

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

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

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

The team should identify 2 to 4 Commitments for the 2024-25 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- Assembling Your Improvement Planning Team

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

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

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

- **Listen**: Interviewing Students

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

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

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to strengthening our ability to provide a relevant, hands-on, and literacy focused curriculum.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We are making this commitment because our needs analysis revealed: - a disconnect between our students' identity and interests and our school program - "students expressed a preference for "hands-on" learning experiences, teachers' taking the time to explain ideas, and technology-based learning." - Analysis of student i-Ready reading diagnostic assessment results revealed that 92% of the 81 students who took the assessment are two or more grade levels behind - with 81% being three or more grade levels behind. In order to ensure that students are engaged in their academics, we commit to bolstering our ability to provide teachers and staff members with the resources necessary to deliver relevant and high interest curriculum. A central part of our school vision is to provide students with access to standards-aligned, flexible and responsive learning experiences so each student can achieve individual success. We have purchased programs designed to infuse technology-based and hands-on activities into our curricula and implemented initiatives to increase student engagement, but data suggests that more followthrough is needed. Results from the faculty survey indicate that: 59% of respondents disagreed or strongly disagreed with the statements: "Once we start a new program at the school we follow up to make sure that it's working," and "the programs and resources at the school are adequate to support students' learning." Analysis of course passing rates in core subjects revealed that 46.7% of students failed math, 32.6% of students failed ELA. and 35% of students failed science. Simultaneously, data collected through teacher interviews by the SCEP conveyed an inconsistent teacher understanding of whether or not student attendance should be a factor in student grades. This commitment will introduce a pilot grading policy, which will

help teachers ensure standards-based, differentiated assessments will reflect student acquisition of standards.

Last year, 10% of our graduating seniors achieved graduation in four years. The district strives to provide instruction that allows all students to be and feel successful. We recognize that in order to do so, teachers need to be able to plan and implement lessons and supports that are matched to individual student learning needs. Across the student focus groups, students expressed a desire for more high-interest opportunities, such as electives, CTE/vocational courses, clubs (e.g. debate) and sports teams (e.g. basketball and volleyball). Some specific interests that students shared included engineering, computer science, metal-working, art, and sports.

In student interviews, some students stated that they find their assignments to be too difficult while others stated that they did not find the work to be challenging. In the student survey, 50% of students shared that they felt that the curriculum was not relevant to their lives and that instructional materials did not reflect their cultural background, ethnicity, and identity. Furthermore, students explained qualities that were challenging for them in their classes/teachers, including teachers having students "just take notes," teachers "just putting notes on the board and giving a packet to complete."

Progress Targets

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

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

End-Of-The-Year Goals	Course Passing Rates	70% of students will achieve an end-of-year average of 65% or higher in core academic courses - English, Science, Math (9% increase).	
	Walkthrough Data	Hands-on, project-based strategies are used during instructional activities and/opr student activities across classrooms, especially when teaching literacy/vocabulary	
	Walkthrough Data	Teachers are utilizing resources and programs that they have received training on how to use	
	Master schedule	Classes are scheduled based on the results of incident reporting analysis that determine when core academics would be best attended (for example, scheduling core classes in the morning when students are attentive and likely to attend, and scheduling high interest electives at strategic points throughout the day with an emphasis on student attendance and engagement.)	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	This school provides instructional materials that reflect my cultural background, ethnicity, and identity"	60% "agree" or "strongly agree"	

	This school provides high-interest opportunities, such as electives, CTE/vocational courses, clubs (e.g. debate) and sports teams (e.g. basketball and volleyball).	60% "agree" or "strongly agree"	
	The teachers at this school use engaging teaching techniques that allow for student exploration, such as: hands-on activities, project-based activities, performance based assessments.	50% "agree" or "strongly agree"	
	My teachers often connect what I am learning to life outside the classroom.	50% "agree" or "strongly agree"	
Staff Survey	Once we start a new program at the school we follow up to make sure that it's working.	60% of respondents agreed or strongly agreed with the statement	
	The programs and resources at the school are adequate to support students' learning	60% of respondents agreed or strongly agreed with the statement	
	The district provides time and opportunities for collaborative planning, including better use of faculty meeting time	60% of respondents agreed or strongly agreed with the statement	

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

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

Mid-Year Benchmark(s)	Walkthrough data/Review of collaborative Google Docs	Teachers are referencing common strategies, resources, and mnemonic devices regularly during literacy and vocabulary instruction.	
	Grading practices, teacher conversations	There will be an increase in self-identified staff who are participating in conversations about equitable grading practices as the year progresses.	
	Attendance, behavior, and course performance data	Early warning team will analyze data for students who are receiving early warning system interventions and identify practices that should be stopped or amplified. Staff will have a better understanding of the correlation between different indicators and high school completion.	
	Mid-year grade reporting data (English, Science, and Math)	65% of students passing their courses (4% increase)	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	Attendance rates	We hope to see 60% of students attending all of their classes daily attendance	
	Course passing rates	60% of students will pass all of their core academic classes for the first semester. This data will be monitored using eSchool.	

Adult/Schoolwide Behaviors and Practices	Conversations with staff members during principal directed meetings	80% of teachers will participate in piloting the new grading policy.	
	Review of Google Docs and conversations with teachers	Teachers are connecting with colleagues in the grades below and above them regularly, beginning in September, to share hands-on activities, projects, strategies, resources, and mnemonic devices students have used/completed previously.	
Student Behaviors and Practices	Student survey data	Student survey data will inform the construction of the master schedule. Students will be given the opportunity to participate in a review of existing courses/materials and the selection of new courses/materials this fall.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning Communities: Structured collaboration that emphasizes sharing hands-on, project-based, activity-based strategies students to increase student engagement	Because students explained qualities that were challenging for them in their classes/teachers, including teachers having students "just take notes," teachers "just putting notes on the board and giving a packet to complete," this new strategy will increase teacher collaboration across the content areas and support teacher implementation of hands-on and project-based student exploration activities.	Google Docs platform Schedule - teachers connect with colleagues in the grades above and below them

	Creating Google Docs collaborative files for each content area with the following components: 1. a space for the grade-level teachers to enter activities and projects of either informal or formal assessment types they utilize to determine students' acquisitions of standards 2. a space for the teachers in the grade levels above and below to enter strategies, resources, and mnemonic devices that were/are used. This will be completed quarterly and monitored by the Coordinator of Curriculum/Instruction.	
Structured grade-level collaboration that emphasizes literacy strategies and appropriate materials	Analysis of student i-Ready reading diagnostic assessment results revealed that 92% of the 81 students who took the assessment are two or more grade levels behind - with 81% being three or more grade levels behind. This data reflects students' remedial reading needs. The English content team has participated in the Orton-Gillingham Classroom Educator/Associate Level Training programs and obtained their certifications. As part of our new literacy initiative, we will use the English content team as teacher leaders with two goals in mind: to enhance our content teachers ability to deliver vocabulary instruction and to increase students exposure to phonics instruction and decoding strategies, especially with high frequency, content-specific vocabulary words. Teachers will align curriculum during quarterly grade-level meetings, with the assistance of the Coordinator of Curriculum/Instruction. The Coordinator of Curriculum/Instruction will provide specific support directed toward	Review of Orton-Gillingham strategies and materials during principal directed meetings Securing time for and scheduling grade-band meetings Time - making sure the instructional coach has his time protected and is not diverted toward other responsibilities.

	the 9th, 10th, 11th, and 12th grade staff ensuring that all teachers are using the same, Orton-Gillingham devised strategies to teach vocabulary and reading.	
Principal Leadership Development: **Grading Policy -** assessing the implementation of the grading policy and procedure to ensure that students are provided with differentiated assessment materials aligned to state standards. Increasing transparency of student assignments and assessments via a parent portal.	The principal will coordinate with the Coordinator of Curriculum/Instruction to ensure that teachers plan lessons, assignments, activities, and assessments in accordance with the pilot grading procedure: - assessments should be accessible and differentiated - the frequency of assessments should coincide with the end of each standards -based unit taught - student attendance should not be reflected in their grades - student assignments and activities should incorporate hands-on and/or project based exploration The pilot will start with one teacher from each academic content area (English, Math, Social Studies, and Science). The grading pilot team will also include school counselors, the Coordinator of Curriculum/Instruction, and the principal, and the team will meet quarterly. We are refining our grading policy because Analysis of course passing rates in core subjects revealed that 46.7% of students failed math, 32.6% of students failed ELA. and 35% of students failed science. Simultaneously, data collected through teacher interviews by the SCEP conveyed an inconsistent teacher understanding of whether or not student attendance should be a factor in student grades. Additionally, as part of the pilot, teachers will post student grades into our student information system (SIS), eSchool.	Structured Principal direct meeting trainings Collaboration time for teachers Time for the Coordinator of Curriculum/Instruction to review teachers' lesson plans, assignments, activities, and assessments eSchool grade reporting training
Align High School and College Courses to Increase	This strategy will be a refinement of our current course offerings. Data from student	Time for school counselors and the

Post-Secondary Transition Outcomes: **Adjusting the Schedule -** coordinating the master schedule to meet the needs and interests of students in accordance with their abilities, preferences, and identity	focus groups indicates that students expressed a desire for more high-interest opportunities, such as electives, CTE/vocational courses, clubs (e.g. debate) and sports teams (e.g. basketball and volleyball). Some specific interests that students shared included engineering, computer science, metal-working, art, and sports. Furthermore, our four year graduation rate is currently at 10%. This data supports a need for intervention designed to increase student engagement with the academic program and to increase student opportunities to alternative graduation pathways. Our student body, which is composed of special education students, report experiencing test-taking anxieties, which makes the Regents pathway difficult for them to accomplish. This evidence is supported by student results from i-Ready standardized assessments. First, we will survey staff members to determine which classes (content and CTE) and electives they would like to teach; then, we will create a survey for the students using the results from the staff survey. This will help both our teachers and students participate in a program they have ownership over. The final step in this process will be creatively using the incident report data to determine how to best organize the new and refined classes into the master schedule to emphasize student attendance and engagement.	Coordinator of Curriculum/Instruction to create and conduct the surveys Time for school counselors and the Coordinator of Curriculum/Instruction to analyze data form surveys and incident reports to develop the master schedule

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to support our students' level of confidence and independent ability to complete standardized assessments.

Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *How does this Commitment fit into what we envision for the school?* *How does this Commitment relate to what we heard when listening to others?* *How does this Commitment connect to what we observed through analysis?*	We are making this commitment because:
	
	• the majority of our students' are performing significantly below grade level on their i-Ready diagnostic assessments in math and reading
	
	  ○ Analysis of student i-Ready reading diagnostic assessment results revealed that 92% of the 81 students who took the assessment are two or more grade levels behind - with 81% being three or more grade levels behind.
	
	  ○ Analysis of student i-Ready math diagnostic assessment results revealed that 98% of the 81 students who took the assessment were three or more grade levels behind.
	
	• several students noted that trusted adults were not always available to discuss challenges when students sought them out
	
	By focusing on addressing students' exposure to and engagement with literacy strategies and instruction, we aim to close the gaps identified by the diagnostic assessments. Additionally, we aim to increase student exposure to the i-Ready program - the specific goal will be for teachers to analyze data and assign lessons which will function as a differentiated student activity to help students close academic gaps in reading in math.
	
	In our student focus groups, one positive factor students reported was that most student participants noted that they found supportive staff members for helping the students navigate personal or social challenges. Our students report experiencing test-taking anxieties, which makes the Regents pathway difficult for them to accomplish. This evidence is supported by student results from i-Ready standardized assessments.
	
	While acknowledging the significant emotional needs of students at Linden Hill, we aim to teach growth mindsets - and the role of productive struggle in learning - which may support individual students' resilience with academic tasks.

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	Utilizing our school social workers, we will design units and lessons to further explore with students that everyone brings their own strengths and challenges and can benefit from supporting one another to be as successful. Regular positive reinforcement for students' demonstrating a growth mindset, persevering through challenges, and supporting their peers will be key to promoting such behaviors.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	Teacher assigned lessons in i-Ready	Teachers analyzing data and use it to inform instructional planning and intervention	
	Teacher unit/lesson plans	Teachers scheduling time in their lessons for purposeful and targeted i-Ready implementation	
	Teacher unit/lesson plans	Teachers preparing and conducting units and lessons designed students to cope with assessment anxiety	
	i-Ready diagnostic assessment data	Students completion of a pre-assessment and a post-assessment with an average of .25 grade level growth	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My teachers really care about me.	70% agree or strongly agree	

	Students at this school stop and think before doing anything when they get angry.	40% agree or strongly agree	
	The things I'm learning in school are important to me.	60% agree or strongly agree	
Staff Survey	This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures.	50% agree or strongly agree	
	The programs and resources at this school are adequate to support students' learning.	50% agree or strongly agree	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	i-Ready diagnostic assessment data Student completion of i-Ready lessons Teacher lesson plans	70% of students completing the pre-assessment Teachers using i-Ready data to inform their instruction and implement lessons as a differentiated student activity Teachers teaching the units/lessons designed to help students cope with test taking anxiety	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*

Student Data	i-Ready diagnostic results	70% of students completed the i-Ready diagnostic pre-assessment	
Adult/School wide Behaviors and Practices	i-Ready assigned lessons/Teacher lesson plans Teacher lesson plans	80% of teachers assigning lessons to students to supplement their lessons and/or provide differentiated student activities 80% of math and ELA teachers teaching the units/lessons designed to help students cope with test taking anxiety	
Student Behaviors and Practices	Student i-Ready lesson completion/participation	60% of students who completed the diagnostic assessment completing one or more teacher-assigned i-Ready lessons per week	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Principal Leadership Development: The principal and the Coordinator of Curriculum/Instruction will develop and implement a protocol for teachers to analyze data and use it to inform instructional planning and intervention	Principals will meet with the district Instructional Technology Specialist, Testing Coordinators, and the Coordinator of Curriculum/Instruction to develop an i-Ready data protocol to refine to our district MTSS. The Instructional Technology Specialist, Testing Coordinators, and the Coordinator of Curriculum/Instruction will train teachers on understanding the data reports that are available within i-Ready. The Instructional Technology Specialist and the Coordinator of Curriculum/Instruction will meet individually with each teacher at least once per month to support them in	Time for the principal and school team members - teachers, Coordinator of Curriculum/Instruction, social workers - to meet and develop the i-Ready data protocol and embed benchmarks into our MTSS framework Time will be needed to train teachers. Grade-level teams will need to dedicate time to

	understanding student data and using it to inform instructional planning and intervention. Beginning in November, teachers will use i-Ready and classroom data to develop a plan for supporting students. The Coordinator of Curriculum/Instruction will review plans and provide teachers with suggestions for improvement. The Coordinator of Curriculum/Instruction will visit classrooms to observe implementation of teacher plans. After each class visit, the Coordinator of Curriculum/Instruction will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is a need for additional support. If necessary, the Coordinator of Curriculum/Instruction will assist teachers in making adjustments to the plan.	implementing data protocols. The district Instructional Technology Specialist and the Coordinator of Curriculum/Instruction will need time to attend grade-level meetings. The district Instructional Technology Specialist and the Coordinator of Curriculum/Instruction will need time to visit classrooms and to meet individually with teachers.
Organized Assessment Protocol - we will prepare a pre-assessment curriculum to support student assessment anxiety and task avoidance	Our school social workers and school counselors will work with the Coordinator of Curriculum/Instruction to develop a unit of lessons, using learned strategies from the dialectical behavioral therapy training, designed to reduce students' test taking anxiety by: - helping them determine how testing makes students feel - supporting students emotional regulation with coping mechanisms that can be used while taking an assessment - teaching students test taking strategies that can help to reduce anxiety and task avoidance Analysis of student i-Ready reading diagnostic assessment results revealed that 92% of the 81 students who took the assessment are two or more grade levels behind - with 81% being three or more grade levels behind. Analysis of student i-Ready	Time for the school counselors and school social workers and the Coordinator of Curriculum/Instruction to meet and develop the unit of lessons. Time for the teachers to collaborate and review the lessons that are developed Time for the Instructional Technology Specialist to review new student intake packets/IEPS and adjust the initial assessment levels

| | math diagnostic assessment results revealed that 98% of the 81 students who took the assessment were three or more grade levels behind.

Our school program is designed to provide students with therapeutic support and counseling. We aim to use this strategy to expand those supports into the classrooms to specifically address students' anxieties about assessments. We believe this support will lead to increased student participation and improvements in student results.

Furthermore, we will begin using information obtained from sending districts during the intake process to adjust the level of students' initial i-Ready diagnostic assessment to be relative to students' zone of proximal development. By adjusting the initial assessment, we aim to further support students' ability and willingness to take the assessment with fidelity. | |
|---|---|---|
| **Professional Learning Communities:**
Literacy initiative - the English content team will receive and turn-key training in the Orton-Gillingham approach to support students' ability to read in the content areas | The Linden Hill English Content team will utilize phonics and reading strategies ascertained in the Orton-Gillingham Classroom Educator/Associate Level Trainings to support student growth on i-Ready assessments.

During monthly meetings, time will be allocated for the English team to discuss strategies to support student reading across the content areas, with an emphasis on decoding key terms specific to content areas (for example: denominator, theme, kilogram, constitution).

Staff members will determine frequently used words from assessments, including i-Ready and Regents exams.

As part of teacher lesson plans, explicit vocabulary instruction will occur for those frequently used words. | Time for the English content team to present strategies to staff members

Materials for content teachers to provide vocabulary instruction

Time for the Coordinator of Curriculum/Instruction to observe and provide feedback |

	This will be supported by the Coordinator of Curriculum/Instruction, who will evaluate the usage of vocabulary instruction/reading strategies in walkthroughs and follow up conversations.	

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to providing a transparent and reflective academic experience to increase student confidence and participation towards their graduation goals.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We are making this commitment because we want to ensure that our students are connected with their progress towards graduation. This commitment has three main parts: 1. Students understanding of the graduation pathways and the requirements necessary to achieve them, and 2. Student accountability for their participation in their academic program. 3. Leveraging relationships that staff members develop with our students. One of the highlights from our student survey indicated that 78% of student responses indicated agreement or strong agreement with the statement, "It is easy to talk with teachers at this school." This reinforces what we envision for the school, a therapeutic environment with diverse learning opportunities. We aim to leverage this positive factor to enhance this commitment, which will be pointed at a key factor that emerged from our student focus groups: most participants noted that they did not know what they wanted to or would do after high school, with multiple students noting enlisting in the military as a default option. Additionally, during our discussions, a staff member noted that students avoid academic tasks and/or engage in disruptive behaviors because "it's better to be bad than to be dumb." By addressing students' emotional needs, we aim to increase student engagement and academic performance. Data analysis revealed that In response to "Students at this school stop and think before doing anything when they get angry," the largest number of responses were "strongly disagree" (35% - 11 of 31 responses). Furthermore, between 63 and 77% of respondents agreed or strongly agreed with each of these statements:

- "Students at this school threaten to hurt other students" (71%)
- "Students at this school damage or destroy other students' property" (63%)
- "Students at this school fight" (77%)

Last year, 43% of our 9th grade students successfully obtained enough credits to graduate in four years. This suggests a need for immediate intervention as soon as students transition to the high school program. Our 8th grade students begin discussion with their counselors to complete the Measurable Post-Secondary Goals and Transition Needs section of their IEP. Although this is taking place, 63% of students disagree, strongly disagree, or don't know if they talk about the importance of understanding their own feelings and the feelings of others. We want to utilize strategies learned in Dialectical Behavioral Therapy training to provide students with an abundant amount of opportunities to, not only use staff members as a source of guidance and strength, but to also demonstrate how they are capable of adapting their behaviors to obtain success. During the portfolio meetings, students will discuss where they are now, how their decisions can influence their post-secondary outcomes, and plan for their future.

We know that over the past few years, more of our students graduated (in part due to the availability of Regents Exam exemptions), but we want to address the concern that many of those students did not enroll in college, career training programs, or enter the workforce.

We want to incorporate student participation in and engagement with their future and help them realize how to get there by facilitating the students' creation of their portfolios. Each student portfolio should be a roadmap to that student's academic and behavioral success.

Progress Targets

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

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

End-Of-The-Year Goals	Student portfolios	We hope to see students participating in future/transition planning activities	
	Student IEPs	Students should have a robust and comprehensive transition plan/goal	
	Incident report data	A decrease in task avoidance and out of place behaviors	
	Course passing rates	70% of students will achieve an end-of-year average of 65% or higher in core academic courses - English, Science, Math (9% increase).	
	Graduation rates	40% 4-year Graduation Rate	

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

	Survey Question(s) or Statement(s)	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	This school provides instructional materials (e.g., online programs, books, handouts) that reflect my cultural background, ethnicity, and identity.	65% agree or strongly agree	
	I know what I want to do or would do after high school.	80% agree or strongly agree	
	I talk about the importance of understanding my feelings and the feelings of others.	65% agree or strongly agree	
Staff Survey	This school provides students with opportunities to take a lead role in organizing programs and activities.	65% agree or strongly agree	
	Once we start a new program at this school, we follow up to make sure that it's working.	75% agree or strongly agree	
	The programs and resources at this		

Family Survey	school are adequate to support students' learning.	60% agree or strongly agree	
	This school helps to prepare my student for life after high school.	60% agree or strongly agree	
	This school monitors my students' progress towards graduating.	60% agree or strongly agree	

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student meeting data regarding portfolios	Students are participating in meetings and working to create their portfolio. Additionally, students demonstrate an understanding of the graduation requirements.	
	Course passing rates	55% of students will pass all of their classes for the first semester. This data will be monitored using eSchool.	

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

Early Progress Milestones	**What data will we be reviewing?**	**What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)**	**What we ended up seeing** (complete six to ten weeks into the school year)
Student Data	Students' IEPs	Transition planning/goals incorporates students self and vocational assessments	
	Mid-year grade reporting data	65% of students passing their courses (4% increase)	

Adult/Schoolwide Behaviors and Practices	Counseling summaries Principal directed meeting agendas	School counselors and social workers reporting student accountability and engagement with their portfolio Staff are discussing students' portfolios and planning to support students acquisition of post-secondary goals	
Student Behaviors and Practices	Attendance data	We hope to see 60% of students attending all of their classes daily attendance	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Student Portfolio - a series of documents and interventions that supports student academic progress and increases behavioral accountability	The new Student Portfolio pilot will be an evolving curriculum implemented by students' social workers, school counselors and case managers (teachers). Beginning with the 9th and 12th graders, and incorporating the rest of the high school the following year, students will participate in transition activities and planning, which will include, but are not limited to:
	    ● Individual Crisis Support Plans,
	    ● strengths and weaknesses inventory,
	    ● self-identity assessments,
	    ● vocational assessments,
	    ● internships,
	    ● ACCESS VR,
	    ● post-secondary pathways,
	    ● reflection projects
	    ● Career Zone activities, including budget development
	    ● student transcripts and
	    ● standardized assessment scores (i-Ready)
		Cost for the subscription to the programs that will be utilized to assess students
		
		Time in the school schedule for students' social workers, school counselors, and case managers (teachers) to meet with students
		
		Google Drive/locked file cabinets, a secure digital and physical location where student portfolios can be kept

	Each year, students will complete various and evolving activities that are organized to meet student needs and designed to engage students in safe, productive struggles in order to prepare them for success in society. As students progress from quarter to quarter, they, alongside their school counselor, case manager (teacher), and/or social worker, will engage in an analysis of their achievement and participation in the program. Through reflection and counseling, students can plan to get back on track when they find themselves off task. Our four year graduation rate is currently at 10%. This data supports a need for intervention designed to increase student engagement with the academic program and to increase student opportunities to alternative graduation pathways.	
Early Warning Intervention and Monitoring System: **Integrating Behavioral Intervention into our MTSS** - integrating our behavioral intervention into our academic tiers of support	As students transition through our program, their transcripts and standardized assessment scores will be collected in their portfolio. After evaluating the success of the new grading policy pilot, the goal is to also include examples of student completion of teacher derived standards-based assessments. These data points will be evaluated by case managers (teacher), school counselors, and social workers and administrators quarterly to determine which level of academic and/or behavioral intervention is most applicable for student success. As part of the portfolio, case managers, school social workers, and school counselors will begin tracking other indicators that may have an impact on whether or not a student completes high school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, involvement with social services or foster care, reports of substance abuse,	Scheduling time for the school team to meet and review MTSS data points Time for feedback to take place regarding the effectiveness of MTSS and its impact on the students' development of their portfolio and vice versa Scheduled time for the The Coordinator of Curriculum/Instruction and the principal to establish team meeting protocol. Time for the monthly meeting to take place

	overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences). The Coordinator of Curriculum/Instruction and the principal will establish team meeting protocol. Schedule monthly meetings	

Dialectic Behavioral Therapy training - the clinical team will receive and turn-key training in the Dialectic Behavioral Therapy to support staff members ability to therapeutically intervene and facilitate change in maladaptive student behaviors	Our clinical team will partake in and then turn-key Dialectic Behavioral Therapy training designed to help our staff members support students targeting the issues that cause them distress, and then, support staff members teaching students skills to deal with those issues without having to resort to maladaptive behaviors.
	
	This is a new initiative aimed at further supporting students' emotional regulation when they are experiencing distress, emotional pain, interpersonal difficulties, and behavioral problems such as using substances, self-injuring, losing emotional and behavioral control, socially withdrawing, and/or avoiding school work.
	
	By addressing students' emotional needs, we aim to increase student engagement and academic performance. Data analysis revealed that In response to "Students at this school stop and think before doing anything when they get angry," the largest number of responses were "strongly disagree" (35% - 11 of 31 responses). Furthermore, between 63 and 77% of respondents agreed or strongly agreed with each of these statements:
	  - "Students at this school threaten to hurt other students" (71%)
	  - "Students at this school damage or destroy other students' property" (63%)
	  - "Students at this school fight" (77%)
		Time for the clinicians, teachers, and participating administrators to attend the training
		
		Time for the clinicians, teachers, and participating administrators to turn-key the training
		
		Time for administrators to observe and provide feedback to staff members

	The clinical team will participate in the training continuously throughout the 24-25 school year and turn-key components of the training at monthly meetings.	
Principal Leadership Development: **Principal Monitoring**	During walkthroughs in the first half of the year, the principal will look for ways in which teachers refer student's post-secondary outcomes and goals. This is an expansion of the monitoring/walkthroughs that have taken place in the past in relation to teacher APPR. The principal will provide actionable feedback related to behavioral interventions strategies and data will be shared with staff at faculty meetings. This feedback can be incorporated into student Individual Crisis Support Plans and portfolios. During walkthroughs in the second half of the year, the principal will look for evidence that students are participating in the planning for and acquisition of their transitional goals. Our existing PBIS committee can support this with events and rewards to incentivize students' participation. The principal will provide actionable feedback related to staff members during principal directed meetings when staff communicate about the cohesiveness between student portfolios, behavior, and instruction.	Time – making sure the principal has her time protected and is not diverted toward other responsibilities.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	In the staff survey 75% of "Teachers at this school feel responsible to help each other do their best." However, in the staff focus groups, staff shared about the challenge of engaging students in creative projects due to the lack of materials/resources, the limited availability of technology per students' mis-use of technology, and insufficient time to collaborate with colleagues in planning hands-on learning experiences. Staff members suggested more opportunities for collaborative planning, including better use of faculty meeting time for this purpose. In BOCES TSI Summary Report, they noted that "increased attention to and prioritization of structures for staff to collaborate can help teachers work together to identify instructional practices to engage students and increase the relevance of their learning. Identifying priorities and agreeing upon protocols can enhance the productivity of such collaboration. Leaders can

	model for teachers (and teachers can share with each other) how they can use Artificial Intelligence sites to suggest ways to increase the interactivity and relevance of course content, as well as to differentiate learning materials to meet a wide range of academic needs."

Evidence-Based Intervention Strategy Identified	**Align High School and College Courses to Increase Post-Secondary Transition Outcomes:**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	In our student focus groups, most participants noted that they did not know what they wanted to or would do after high school, with multiple students noting enlisting in the military as a default option. Across the student focus groups, students expressed a desire for more high-interest opportunities, such as electives, CTE/vocational courses, clubs (e.g. debate) and sports teams (e.g. basketball and volleyball). Some specific interests that students shared included engineering, computer science, metal-working, art, and sports. In BOCES TSI Summary Report, they noted that: "Some students shared uncertainty about what they want to do after high school, while others suggested possible careers that do not directly relate to their high school coursework. Meanwhile, staff noted CTE courses that existed in the past but were cut. Where resources limit opportunities to add CTE courses, having teachers incorporate connections between course content and careers/the "real world" can also boost engagement, achievement, and students' sense of possibilities for livelihoods beyond high school." Our students reported a desire to be more connected to the content they are taught, the methods and modalities in which the instruction is delivered, and their future planning. By incorporating student voice into the courses that

	are being offered, we aim to increase student accountability and participation.

Evidence-Based Intervention Strategy Identified	<mark>**Principal Leadership Development**</mark>
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1, 2, and 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	In our faculty survey, 65% of respondents disagreed or strongly disagreed with the statement, "This school effectively handles student discipline and behavior problems," suggesting a need for more leadership-based interventions. Furthermore, 59% of respondents from the faculty survey disagreed or strongly disagreed with the statement: "Once we start a new program at the school we follow up to make sure that it's working." In staff focus groups, staff members suggested more opportunities for collaborative planning, including better use of faculty meeting time for this purpose. Based on this evidence, guidance, followthrough, and consistent leadership from the principal will help support the strategies. The input from staff members and family members indicated that students and staff could benefit from a sense of direction generated by all school stakeholder groups and monitored by the principal.

Evidence-Based Intervention Strategy Identified	<mark>**Early Warning Intervention and Monitoring System**</mark>
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 2 and 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	One of the highlights from our student survey indicated that 78% of student responses indicated agreement or strong agreement with the statement, "It is easy to talk with teachers at this school." This reinforces what we envision for the school, a therapeutic environment with diverse learning opportunities. We aim to leverage this positive factor to enhance this commitment, which will be pointed at a key factor that emerged from our student focus groups: most

	participants noted that they did not know what they wanted to or would do after high school, with multiple students noting enlisting in the military as a default option. This commitment will help us to address the 63% of students who disagree, strongly disagree, or don't know if they talk about the importance of understanding their own feelings and the feelings of others. By implementing the strategies associated with data protocol and analysis, our school will be better suited to determine when students are in need of academic and/or behavioral intervention. We want our staff members to provide responsive and effective interventions to ensure that students stay engaged with their academic program and make informed and decisive progress towards graduating.

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Shawn Marshall	Supervisor of Students with Disabilities/Coordinator of Curriculum/Instruction
Robert Worden	Principal
Chris Bramman	Teacher
Frank Borrelli	Teacher
Brian White	School Counselor
Nicholas Wolff	School Counselor
Santiago Ruiz	School Counselor
Juan Guaman	Parent/Guardian
Monique Johsnon	Parent/Guardian

Our Team's Steps

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

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

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
2/12/24	X						
3/5/25	X			X			
3/13/24		X		X			
3/20/24		X					
4/10/24			X				
4/15/24 – Staff Meeting		X					
4/17/24				X			
4/29/24				X			
5/6/24 – Staff Meeting				X			
5/30/24			X				
6/10/24					X		
6/10/24 – Staff Meeting						X	
7/24/24						X	X

Learning As A Team

Directions

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

Student Interviews

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

Student interviews helped us obtain an honest reflection on data obtained from the student survey. Based on student and staff responses about students' learning experiences, it is evident that students are more inclined to embrace learning opportunities that are more hands-on, allow for exploration, and are connected to students' interests. Accordingly, prioritizing instruction and activities that allow for such experiences, such as PBLA (performance/project/problem-based learning and assessment) is proposed to further student engagement and support academic achievement.

Some students shared uncertainty about what they want to do after high school, while others suggested possible careers that do not directly relate to their high school coursework.

A number of students who participated in the focus groups seemed passionate about ideas to improve the school. While all of their ideas may not be feasible, ensuring forums for students to discuss concerns and suggestions - and for students to hear feedback from staff about what's possible and what constraints exist - can support students' sense of agency and civic engagement. Where students can work together, with staff support, opportunities to address challenges and areas for improvement can also serve to build community and a sense of belonging.

Our students' ability to self-regulate when presented with academic and social challenges will be a determining factor in their academic success. When planning our commitments and strategies, we wanted to ensure that the support of our students was at the forefront of our decision making.

Next Steps

Next Steps

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