



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Elmsford Union Free School	Alexander Hamilton Jr./Sr. School	7-12

Collaboratively Developed By:

The Alexander Hamilton Jr/Sr. School SCEP Development Team

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And in partnership with the staff, students, and families of Alexander Hamilton 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

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening our ability to provide a standards-aligned, culturally relevant curriculum.</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>Based on the Equity Self-Reflection, parents noted that there's a need to adapt the curriculum to refocus the voices/narratives of underrepresented groups and Black history. In addition to our monthly heritage celebrations, we will work to explore the diverse populations through our classroom curriculum. Administration will support teacher professional development to infuse culturally relevant materials/themes/student work. We will continue to embrace both student and community voice and participation throughout this process.</p> <p>In addition, we will continue to build a socially and emotionally conscious curriculum. Based upon Student Focus Groups and due to Covid, students are missing the "personal connections, group work, normal classes, and social interaction." Teachers will be mindful of the previous years challenges as they develop strategies to ensure support. There will be a need to enhance the curriculum to ensure that learning is multidimensional (social, emotional, & cognitive development taken into account). As stated in "How Learning Happens," learning is social and the quality of our relationships and social interactions shape our ability to learn. When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.</p> <p>Finally, we will renew our focus and commitment to building a cohesive and collaborative middle school environment for our students. We will focus on instruction, specific to ELA and math literacy, as well as social and emotional team-building activities. Administration will provide students and families with NYSED assessment information to strongly encourage participation in the 7-8 ELA/math exams as a means of performance measurement and instructional guidance.</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>Continue to increase culturally relevant curricular materials</p>	<p>Teachers are working over the summer and throughout the year to enhance the curriculum to ensure Next Generation standards are implemented, increase student-centered activities, and increase the infusion of multiculturalism.</p>	<p>Student products in the classroom or showcases should demonstrate an increase in multiculturalism.</p>	<p>Schedule - time in grade level meetings.</p> <p>Purchasing new books for the school and classroom libraries.</p> <p>Purchasing curricular materials to supplement existing curriculum.</p> <p>Professional development on infusing multiculturalism</p>
<p>Teachers will meet on grade-level and subject-area teams to review pacing guides and curriculum</p>	<p>Teachers will review pacing guides within teams and grade levels and continue to leverage the tools provided by Google Classroom to support students in</p>	<p>Students through surveys should indicate the added support and how it helps their organization.</p>	<p>Continued professional development on the relevant and required tools.</p>

Commitment 1

	organization.		
Standards-Based Instruction	Administrators will provide proper professional development to begin a shift to standards-based learning objectives that are based on data.	Data-driven instruction should show growth in students' scores within their Curriculum-Based Assessments.	Content-specific PLCs can share best practices and approaches to data-driven instruction.
Student-Centered Activities	Teachers will revisit their curriculum to increase student-centered activities.	With increased student group work and engagement, students should increase in their iReady diagnostics between 8-10 points or at least 5-10 points within their Curriculum Based Assessments.	During their grade level or content-specific PLCs, teachers will collaborate on how to make their lessons more student centered and engaging.
Small Group Tier 2 Instruction	Students will take the iReady ELA and Math Diagnostic three times a year, where middle school teachers will identify the bottom 20% of students in their classes and provide targeted skill support. Flex periods will be used to address academic group needs for focused support.	Students between each iReady Diagnostic should grow between 8-10 raw points.	We will collaborate with Generation Ready so that Harriet Grosvenor works with teachers on tier 2 instruction.
Middle School Coordination	Teachers will work to meet and collaborate to build a more cohesive middle school culture. Specifically, the support of the Assistant Principal, will ensure the inclusion of more student-facing, social and emotional activities and team-building events.	By continuing to refocus and guide the MS staff, meetings with 7th-8th teachers, development of student activities specific to 7th-8th grade students, we will regain the MS community.	Schedule - common meeting times for 7-8 instructors, budget money for activities, experiences, and field trips that support a true middle school culture.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>How strong the social connection is between teachers and students within and beyond the classroom. - 55% responded favorably</p> <p>How many of your teachers would you be excited to have again in the future? - 38% responded favorably</p> <p>How much students feel that they are valued members of the school community. - 42% responded favorably</p>	60% for all
Staff Survey	<p>How easy do you find interacting with students at your school who are from a different cultural background than your own? - “Extremely easy” - 52% “Quite easy” - 39%</p> <p>How comfortable would you be incorporating new material about people from different backgrounds into your curriculum? “Extremely comfortable” - 54% “Quite comfortable” - 39%</p> <p>How easily can teachers change their teaching style to match the needs of a particular class? “Extremely easily” - 10% “Quite easily” - 37%</p>	<p>Increase the “extremely” response to 60%</p> <p>Increase the “extremely” response to 60%</p> <p>Increase the “extremely” response to 20%</p>

Commitment 1

Family Survey	N/A	
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We believe having the following occur will give us good feedback about our progress with this commitment:

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

- Increase in the racial diversity of the texts and perspectives presented in classes
- Increase in the Reading and Math iReady Diagnostics that show minimally a year's growth (13 points)
- Increase in student-centered classrooms and learning activities
- Increase in middle school student participation in events and activities

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to maintaining connections and deepening communication among administration, students, staff, and the community.</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>For more than a year, we've been isolated. We heard this often in our interviews with students. Approximately 25-40 % of students were virtual during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a student. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. When completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. When interviewed, students overwhelmingly requested more social and emotional connections in the upcoming academic year within the classroom environment.</p> <p>Based on feedback from students and parents, it is important to begin building the capacity for stronger communication between administration, staff, students, and families. Additionally, we hope to continue to encourage student voice (via student clubs or groups) in the planning and design of this work to increase our student-centered focus.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to increase participation in after-school clubs and in-school activities	<p>Extracurricular interest solicitation, then schoolwide fair on clubs available.</p> <p>Continued use of social media and student-centered outlets to encourage participation.</p> <p>Increased parental outreach (social media, news blasts) by administration.</p> <p>Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance.</p> <p>After-school club participation in school celebrations to showcase club activities and presence.</p>	<p>At least 20% of students will sign up for at least one extracurricular activity</p> <p>25% attendance at extracurricular activities throughout the Fall</p> <p>By December, at least 30% of students will stay after school at least once a week</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors</p>
Increased emphasis on cooperative learning and group work	Staff training on Post-Covid SEL needs and Cooperative Learning (August)	Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer	Schedule allows for common planning for departments and grade-levels. Time dedicated to the topic

Commitment 2

	<p>Group projects in all art classes, culminating in a School Fair showcasing student work.</p> <p>Hands-on group work prioritized in classrooms, discussed in department team meetings, and supported through training (Lunch and Learns, Staff Meetings, Superintendent’s Conference Day)</p> <p>Teachers meet weekly as a Department to discuss curriculum and opportunities for cooperative learning.</p>	<p>discussion are built into every lesson. We believe that a reasonable expectation is that 75% of informal ten-minute walkthroughs will have at least one opportunity for students to speak with one another for at least three consecutive minutes.</p>	<p>during pre-service and superintendent conference days.</p>
<p>Continued Restorative Practices across the building</p>	<p>Staff will continue to receive mini-professional development and have Restorative Practices modeled</p> <p>Classrooms will have reference guides and teachers will receive mini-handbooks on restorative practices</p>	<p>Student referrals should decrease by at least 5%.</p>	<p>Continued Restorative Practices Committee to meet with the Equity Committee to ensure student engagement and restorative practices throughout the building and year.</p>

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	<ul style="list-style-type: none"> How strong is the social connection between teachers and students within and beyond the classroom? - 55 % responded favorably. If you walked into class upset, how many of your teachers would be concerned? - 44% responded favorably How connected do you feel to the adults at your school? 22% responded favorably 	<p>Increase student favorable response to 60% or higher.</p> <p>Increase student favorable response to 50%</p> <p>Increase student favorable response to 50%</p>
Staff Survey	<ul style="list-style-type: none"> When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation? 62% responded favorably. How easily can teachers change their teaching style to match the needs of a particular class? 46% responded favorably. 	<p>Increase staff favorable response to 70% or higher.</p> <p>Increase favorable response to 50% or higher</p>
Family Survey	N/A	N/A

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:

- Increase communication about after-school clubs and activities for students.
- Increase student-group/staff coordination for school based activities.
- Increase in student group work and student-centered activities in the classroom.

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	Restorative Justice
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<ul style="list-style-type: none"> Implementing a second year of restorative justice should continue to reduce the use of suspensions in response to student misbehavior to eliminate racial inequalities in discipline practices.

Evidence-Based Intervention

- Continuing school-wide staff professional development on culture change and restorative justice approaches will deepen student and staff relationships and support classroom engagement, which will increase student academic success.
- Adopting graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation will strengthen relationships and continue to build a positive learning environment.

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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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
Joseph Engelhardt	Principal
Jessica Maracallo	Assistant Principal
Laurie Abbate	Math Department Chair/Teacher
Monica Ahern	Guidance Counselor
Kevin Budzynski	History Department Chair/Teacher
Erica Carrasquillo	ENL Coordinator/Teacher
Sarah Dwyer	Special Education Chair/Teacher
Jessie Lanza	HS Parent
Stephanie Luccioni	Guidance Counselor
Richard Macleish	Science Department Chair/Teacher
Sandra Moncada	MS Parent
Denine Robinson	MS & HS Parent
Roger Robinson	MS & HS Parent
Carrie Silva	English Department Chair/Teacher
Chitra Singh	MS Parent

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
5/14/21		X				
5/17/21		X				
5/18/21		X				
5/19/21		X				
6/04/21	X					
6/17/21			X	X		
6/22/21			X	X	X	
6/23/21			X	X	X	
6/24/21			X	X	X	X
6/25/21						X

Learning As A Team

Directions

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

Student Interviews

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

The Student Interview process shed light on things the committee inferred, but the focus groups confirmed. Students felt as disconnected to the learning process as teachers did. Students want to feel “normal” again and participate in activities that all middle/high school students should partake in, such as clubs, dramas, sports, dances, etc. They miss the personal connections and want to feel like a class or community again.

Equity Self-Reflection

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

The Equity Self-Reflection helped the parents better understand the activities that students engage in regularly or during a “normal” year. The committee was able to hear the needs of the parents, which is wanting the classrooms to increase their cultural responsiveness and continue to diversify the curriculum to reflect more of the underrepresented groups. The committee also learned the need to advertise or make more events more public so that the community sees all the wonderful activities that do occur.

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 adjustments to their plans when appropriate.