



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The Alexander Hamilton Jr./Sr. School SCEP Development Team

- Joseph Engelhardt
- Jessica Maracallo
- Monica Ahern
- Jessica Bonifacio
- Kevin Budzynski
- Erica Carrasquillo
- Sarah Dwyer
- Jo-Ann Leis
- Stephanie Luccioni
- Richard MacLeish
- Keturah Proctor
- Carrie Silva
- Chitra Singh

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

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 2022-23 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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment

| | |
|--|---|
| <p>What is one commitment we will promote for 2022-23?</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 and Student Interviews, there's a need to continue to adapt the curriculum to refocus the voices/narratives of underrepresented groups. 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 Interviews, students want more connections, group work, 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 continue to focus and commit 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 continue to 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 |
|--|--|--|--|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Continue to increase culturally relevant curricular materials | 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. | Student products in the classroom or showcases should demonstrate an increase in multiculturalism. | <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> |
| Teachers will meet on grade-level and subject-area teams to review pacing guides and curriculum | Teachers will review pacing guides within teams and grade levels and continue to leverage the tools provided by Google Classroom to support students in organization. | Students through surveys should indicate the added support and how it helps their organization. | Continued professional development on the relevant and required tools. |
| Standards-Based Instruction | Administrators will provide proper professional development to begin a shift | Data-driven instruction should show growth in | Content-specific PLCs can share best practices |

Commitment 1

| | | | |
|---------------------------------------|---|---|---|
| | to standards-based learning objectives that are based on data. | students' scores within their Curriculum-Based Assessments. | 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. | Grades 5-8 teachers will collaborate on best practices and 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. |

Commitment 1

End-of-the-Year Desired Outcomes

Schools 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 well do people at your school understand you as a person? - Favorable: 30%</p> <p>How connected do you feel to the adults at your school? Favorable: 23%</p> <p>How many of your teachers would you be excited to have again in the future? Favorable: 35%</p> | 50% for all |
| Staff Survey | <p>How often are students given opportunities to learn about people from different races, ethnicities, or cultures? Favorable: 64%</p> <p>How knowledgeable are you regarding where to find resources for working with students who have unique learning needs? Favorable: 57%</p> <p>When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? Favorable: 32%</p> | <p>70% Favorable responses</p> <p>70% Favorable responses</p> <p>50% Favorable responses</p> |
| Family Survey | n/a | n/a |

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 2022-23 school year.

- Continue to 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 2022-23?</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>This past year allowed some level of normalcy, but COVID has still negatively impacted school attendance and school events. Students were able to have more extracurricular activities, field trips, and social interactions that are part of being a middle/high school student.</p> <p>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, as well as, student identity being infused in the daily lesson plans.</p> <p>Based on feedback from students and parents, it is important to continue and increase wherever possible the 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? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | 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 academics.</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> | Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors |
| Increased emphasis on cooperative learning and group work | <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</p> | Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer discussion are built into | Schedule allows for common planning for departments and grade-levels. Time dedicated to the topic during pre-service and |

Commitment 2

| | | | |
|---|---|---|---|
| | <p>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>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>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 by the Restorative Practices Committee</p> <p>Classrooms will have revised reference guides</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> |
| | | | |
| | | | |

Commitment 2

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 | Overall, how much do you feel like you belong at your school? Favorable: 45% | Increase student favorable response to 60% or higher. |
| | How many of your teachers would you be excited to have again in the future? Favorable: 35% | Increase student favorable response to 50% |
| | How much do you matter to others at this school? Favorable: 29% | Increase student favorable response to 50% |
| Staff Survey | How supportive are students in their interactions with each other? Favorable: 57% | Increase staff favorable response to 70% or higher. |
| | On most days, how enthusiastic are the students about being at school? Favorable: 52% | |
| 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 2022-23 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 | Professional Learning Communities |
|---|---|
| <p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p> | <p>PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning ● Collect and analyze data ● Develop and try out instructional solutions ● Assess the impact of these solutions <p>Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning,</p> |

Evidence-Based Intervention

increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

The intent is for the PLCs to increase alignment in the grades 5-8 vertical and horizontal teams to

- share best instructional practices
- increase literacy across the content areas
- create student data portfolios
- foster data driven instruction and goal setting

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

| |
|--|
| |
|--|

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 |
| Monica Ahern | Guidance Counselor |
| Jessica Bonifacio | Parent |
| Kevin Budzynski | SS Department Chair |
| Erica Carrasquillo | ESL Department Chair |
| Sarah Dwyer | SpEd Department Chair |
| Jo-Ann Leis | Math Department Chair |
| Stephanie Luccioni | Guidance Counselor |
| Richard MacLeish | Science Department Chair |
| Keturah Proctor | Curriculum & DEI Coordinator |
| Carrie Silva | English Department Chair |
| Chitra Singh | 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 (OPTIONAL)

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 | OPTIONAL: Completing the "Leveraging Resources" document |
|--------------|-----------------------|--|---|---|------------------|--|
| 4/21/22 | | | X | X | | |
| 5/12/22 | | X | | | | |
| 6/2/22 | X | | X | X | | |
| 6/4/22 | | | X | X | | |
| 6/23/22 | | | | | X | |
| 6/24/22 | | | | | X | |
| 7/5/22 | | | | | 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 at times continue to feel disconnected to the learning process as teachers did. Students want more identity-infused learning, where they can learn more about themselves, their communities, and the world. They want to be global learners.

Equity Self-Reflection

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

The Equity Self-Reflection helped the committee to understand that there is still room 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 increase advertisements or make events more public so that the community sees all the wonderful activities that do occur.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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. Plans should be shared by August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.