



# School Comprehensive Education Plan

## 2022-23

District	School Name	Grades Served
Highland Central School District	Highland Elementary School	K-5

Approved by the HCSD Board of Education on August 8, 2022

**Collaboratively Developed By:**

*Delete the red text upon completion.*

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*And in partnership with the staff, students, and families of **Highland Elementary 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 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

<b>What is one commitment we will promote for 2022-23?</b>	We will commit to improving the academic success of all students in mathematics in the 2022-2023 school year.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>This commitment stems from our identification as a school in need of Targeted Support and Improvement (TSI) in 2018-2019. Specifically, Black/African American student academic performance and growth has been a focal point in our work. In 2019, 49% of students tested were proficient for their grade level on the NYS math assessment. In 2020-2021, 45% of all students scored at or above proficiency in grade level math skills on the STAR assessment. In the 2021-2022 school year, 47% of all students reached or exceeded proficiency on the STAR assessment.</p> <p>On the 2018-2019 NYS math assessment, 24% of Black/African American students that took the assessment were proficient. On this assessment, there was a 25% achievement gap to the average performance on this assessment. On our STAR test this year, that achievement gap decreased to 8%. This indicates that the work we are doing is improving the academic outcomes of mathematicians at Highland Elementary School. We are committing to continuing this focus on math performance in the 2022-2023 school year.</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?
<b>Implement <i>Into Math</i> curriculum K-5 with fidelity.</b>	<ul style="list-style-type: none"> <li>• Receive and distribute all materials; ensuring that digital components are accessible for teachers and students.</li> <li>• Provide teachers with foundational understanding of math program through training and grade level conversations with pilot classrooms.</li> <li>• Monitor implementation fidelity through check-ins (formal and informal), grade level meetings, assessments, lesson planning, and benchmark assessments.</li> </ul>	Each grade level will have weekly conversations during common planning time about implementation and any needs that arise.	Program has already been purchased through grant funding by our PPS department. Communicate with HMH and David Tranter to schedule training and Q&A sessions with grade levels.
<b>Engage in on-going and productive PD from Houghton Mifflin trainers</b>	<ul style="list-style-type: none"> <li>• Two 2 hour introduction sessions.</li> <li>• 32 – 1 hour sessions with an HMH trainer and individual grade levels.</li> <li>• Individual development through <i>Professional Learning Tab</i> on HMH ED.</li> </ul>	We will ensure that the training purchased are utilized by grade level teams and grade bands. These will be scheduled at the end of	Funds and resources have already been allocated. Teachers will need coverage at times to engage in PD/training sessions.

Commitment 1

		August/beginning of September.	
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>Engage in reflective analysis/conversations among grade level and grade band colleagues.</li> </ul>	This team will ensure that data analysis is a major component of grade level and building meetings each month.	Curriculum meetings Grade level meetings Faculty meetings Superintendents conference days
<b>Fact Fluency Program</b>	<ul style="list-style-type: none"> <li>Continue implementation of Reflex Math fact fluency program.</li> </ul>	Monitor student participation in digital math program through our iPads and Chromebooks.	Renew yearly subscription of Reflex math. Follow up with teachers who demonstrated minimal use in 2021-2022 to determine why. Discuss statistics regarding student progress during faculty meetings and opening day meetings at the beginning of the year.
<b>AIS Schedule Change</b>	<ul style="list-style-type: none"> <li>Adjust Mrs. Dudar's schedule to provide more push-in support for teachers and students.</li> </ul>	Comparative data among classes that receive additional push-in vs. Pull-out services.	Assist Mrs. Dudar in creating her schedule to ensure that she is able to push-in at the optimal time to each class for student support.

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	How often do you use ideas from math in your daily life? How much support do you receive from the adults at your school?	-Greater than 80% favorable -Greater than 85% favorable
<b>Staff Survey</b>	How often do your professional development opportunities help you explore new ideas? How relevant have your professional development opportunities been to your work?	-Greater than 35% favorable -Greater than 35% favorable
<b>Family Survey</b>	-	Greater than 60%

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.

#### Commitment 1

While we review and reflect on state assessment data each year as it becomes available, there have been some concerns expressed over the consistency of solely using that data to make instructional decisions. For instance, the learning gaps as a result of Covid, the inconsistency of the test format over the last three years, and the varying percentage of students who take the test. Given these factors, we feel that Star, in conjunction with state assessments, can help inform the success of our instructional practices and alterations each year. For the 22-23 school year, our goal is that building-wide, over 50% of students demonstrate proficiency on both the NYS math and spring Star assessments. Further, when disaggregating the performance data, we aim to have an achievement gap no greater than 10% among subgroups of students.



## COMMITMENT 2

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We will commit to improving academic achievement in ELA during the 2022-2023 school year.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>We believe as a school community that all our students deserve an opportunity to achieve academic success.</p> <p>In collaboration with our district mission, we will work to illustrate that students are our priority. The current data suggests that in recent years, students who identify as Black or African American have underperformed on NYS ELA and math assessments. These data points, as well as qualitative data across the district, have led us to put systems in place to make improvements within these subgroups.</p> <p>The school community is participating in professional learning around equity and being/becoming more culturally responsive in our educational practices. By ensuring that students are all being given what they need academically, socially, and emotionally to succeed, students of all racial and ethnic backgrounds will succeed at a higher rate. Similar to our initial goals as a result of our TSI designation, we feel it is vital to continue to monitor and adjust our practices to see consistent improvements.</p> <p>In the long term, more students will receive equitable instruction and resources to increase student academic achievement.</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?
<b>Use curriculum framework to reflect on CRSE practices</b>	Utilize curriculum framework on a regular basis to review and reflect on CRSE practices.	Submit completed curriculum reflections to administration.	Curriculum and faculty meeting times.
<b>Increased research and implementation of reading strategies based on the <i>Science of Reading</i></b>	On-going use of Foundations, Heggerty, and explicit phonics instruction to support student reading proficiency and growth.	We will monitor student unit assessments in Foundations, as well as the PSF portion of the DIBELS assessment.	Quarterly benchmark assessments in Foundations and DIBELS.
<b>Full implementation of <i>Foundations</i> as a K-3 phonics program</b>	Training of 3 <sup>rd</sup> grade teachers. Refreshing teachers in K-2 with introductory training.	Collect unit assessments and meet as a grade level in K-3 to identify progress. Observations of teachers	Karen Brooks will collect and analyze Foundations unit assessments.
<b>All K-1 classes receive 10 minutes/day of <i>Heggerty</i>.</b>	Teachers include 10 minutes of Heggerty instruction in their daily classroom lessons during morning meetings.	Lesson plans Observations of teachers	Reading AIS will continue to support implementation of Heggerty through push-in model as needed.
<b>Form a Science of Reading Committee</b>	Continuing upon work that the PPS department has started to establish a SoR	Monthly meetings to discuss strategies, program	Special education teachers

Commitment 2

	committee in the elementary school building.	implementation, IST protocols, and specialized reading instruction.	Reading teachers District/building admin
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## 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>
<b>Student Survey</b>	How often do you use ideas from ELA in your daily life?	Greater than 40% respond favorably
	How interesting do you find the things you learn in ELA?	Greater than 65% favorable
<b>Staff Survey</b>	How much input do you have into individualizing your own professional development opportunities? Through working at your school, how many new strategies for your job have you learned?	Greater than 50% favorable (both)
<b>Family Survey</b>	How well do the teaching styles of your child's teachers match your child's learning style?	Greater than 50% favorable

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.

## Commitment 2

Our commitment as a SCEP team for the 2021-2022 school year was to increase ELA performance by 3% from 59% to 62%. Specifically, we utilized DIBELS as a way to determine reading proficiency across all students within the building. At the conclusion of this school year, students surpassed our goal, by reaching 64% proficiency on the DIBELS assessment. Therefore, we look to continue that growth this year with a 2% increase overall, to 66%. On the 2019 NYS ELA assessment, 45% of students were proficient on the exam. In 2021, 67% of students were proficient; however, our concerns about using the test from that year as a data point can be seen above. Therefore, we aim to increase our proficiency on the NYS ELA assessment by 5%, to >50% in 2022-2023.

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We will commit to deepening connections among students, staff, and community to address the diverse population of Highland Elementary and address the social emotional needs of our students.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>This commitment stems from data in recent years that suggests that some students in our district do not feel a sense of belonging or the support that they need to experience success. We want to ensure that all students feel valued in their interactions and experiences in all aspects of our school building. We have utilized various surveys, through <i>Panorama</i>, to identify strengths, weaknesses, and progress in this domain at Highland Elementary School. Since initially using these surveys in the spring of 2021, we have seen increases in several focus areas. For instance, in the spring of 2021, 80% of students in grades 3-5 expressed feeling a strong sense of belonging in school. This spring, that increased to 84% of students in 3rd-5th grade. Another survey question, "How fair or unfair are the rules at the school," increased from 85% favorable, to 90% favorability among students. These examples demonstrate the need to continue with the strategies that have been put in place, and/or will be investigated to positively impact student experiences at Highland Elementary School.</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?
<b>Attendance</b>	Bi-weekly meetings with support staff to monitor student attendance and progress.	Psychologist, social worker, counselors, attendance/main offices, and admin will meet on a biweekly basis to review data and use interventions to positively impact student attendance.	Staff listed previously Formal letters to be mailed home based on absences
<b>PBIS Values</b>	Rollout of B.A.R.K values as a vehicle for PBIS.	PBIS committee will work over the summer to plan multiple building-wide assemblies for PBIS values. Students will receive recognition through "Husky High Fives" for demonstrating values in school.	Assemblies for grade levels and grade bands Summer curriculum planning for PBIS members
<b>Continue whole class SEL lessons in K-3rd</b>	Mrs. Candia and Mrs. Zappone will push into classes each week to provide whole-class SEL lessons.	Lesson plans and weekly involvement from SEL staff members.	Social workers Counselors Admin

Commitment 3

			Classroom teacher communication
<b>Continue to develop building Equity committee</b>	Monthly meetings for our building equity team. On-going recruitment of participants and communication with district DIRE committee.	Equity meeting minutes Building DIREC monthly newsletter	Monthly meetings with committee Reporting back to district committee on monthly basis
<b>Continue to develop building PBIS committee</b>	Monthly meetings for our building PBIS committee. Faculty meeting involvement Involvement in field day, spirit weeks, field trips, and building-wide behavioral systems for students.	PBIS meeting minutes and end of year plan of action.	Time over summer, on Superintendent's conference days, and during preparatory time.



## 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 (e.g. % agree or strongly agree)
<b>Student Survey</b>	At your school, how much does the behavior of other students hurt or help your learning?	-Greater than 60% favorable
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>Did you find professional development meaningful?</li> <li>How often do you see students helping each other without being prompted?</li> </ul>	Greater than 55% favorable
<b>Family Survey</b>	How much does the school value the diversity of children's backgrounds?	Greater than 60% favorable

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.

- Student, staff, and parent surveys
- Discipline/referral data
- Progress monitoring by AIS Math and reading teachers
- Parent workshops and on-going communication
- Completing Second Step SEL curriculum with grades K-3 as a Tier 1 preventative approach.
- Use filters in our surveys and school management platforms to analyze data by subgroups.

## 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, Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	These evidence-based interventions will support all three of our commitments by providing time for teachers to analyze data and incorporate best practices in their instruction. In turn, this will positively impact student academics and social-emotional well-being.

## 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
Tara Hollifield	K Teacher
Ashley Hopper	1 <sup>st</sup> Grade Teacher
Marlene Conklin	2 <sup>nd</sup> Grade Teacher
Colleen Giametta	3 <sup>rd</sup> Grade Teacher
Jill Berger	4 <sup>th</sup> Grade Teacher
Karen Super	5 <sup>th</sup> Grade Teacher
Matthew Darling	Principal
Tulani Samuel	Assistant Principal
Karen Adamec	Band/Music Teacher
Rita Will	3 <sup>rd</sup> Gr. Special Education
Erin Kaylor	Physical Therapist
Terri Turski	AIS Math Teacher
Rebecca Piazza	AIS Reading Teacher
Ashley Carey	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
<i>Example: 4/6/21</i>			x	x	
<b>1/25/22</b>	x	x	x		
<b>2/28/22</b>			x		
<b>3/21/22</b>			x	x	
<b>4/18/22</b>			x	x	
<b>5/24/22</b>				x	
<b>6/6/22</b>	x		x		x
<b>6/13/22</b>					x
<b>6/20/22</b>					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**

Student interviews were distributed digitally in grades 3-5 during June 2022. They were able to express their opinions about school culture, logistics, curriculum, and relationships with peers and teachers. Data was collected and reviewed with the school leadership team to make planning decisions based on our students' feedback. The team did an item analysis of survey results, followed by a disaggregation of the data by subgroup. We then used this data to compare with the fall and the data collected during the fall and spring of last school year.

#### Equity Self-Reflection

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

The Equity Self-Reflection informed the team's plan by serving as a starting point for communicating about how learning happens for all students and for students in our subgroups. We were also able to come together, assess our views as a team, align our work toward a common purpose, and move toward meeting our goals as a committee.

## 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.