



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Highland Central School District	Highland Middle School	6-8

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

**Collaboratively Developed By:**

**The Highland Middle School SCEP Development Team**

**Meghan Coburn  
Andrew Carnright  
Dr. Gess LeBlanc  
Dr. Patrick Boyd  
William Zimmer  
Victoria Barone  
Lisa Neer  
Kevin Rizzo  
James Conklin  
Samantha Valentino  
Nicole Montaperto  
Marissa Curcio  
Jennifer Curless  
Thomas Conor Kenny  
Shamien Jansen  
Mary Leahy  
Lisa Sutura  
Daniel Savelson  
Robin Stoutenburg  
Christina Markey**

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

NYSSED 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 1

## Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We will commit to improving academic achievement in ELA for all students grades 6-8
<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>Highland CSD's mission states that "students are the priority," and with this commitment we are putting student academic achievement at the forefront of our goals</p> <p>A significant number of the student population is below grade level in reading</p> <p>According to the Spring 2022 STAR data, 39% of 6<sup>th</sup> graders, 50% of 7<sup>th</sup> graders, and 36% of 8<sup>th</sup> graders scored in Levels 1 or 2 of the STAR Reading Assessment</p> <p>This commitment is influenced by the statement, "every child is engaged in meaningful learning that is relevant to them." Through this lens, we are committing to instruction that is student centered and interest driven.</p> <p>During focus groups with students, they reported not having enough time for independent/additional reading time. This commitment will provide more additional time to help engage students in reading content that is relevant to their lives and interests, which will improve the willingness to read and write.</p> <p>Since literacy is a focal point of all classes, this commitment is justified as a way to not only improve our overall ELA achievement, but to also aid students in achievement in all other content areas</p> <p>In the long term, this commitment will create more equitable instructional practices and help provide more diverse resources and</p>

### Commitment 1

learning options for students. These effects will lead to increased student achievement.

## 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>STAR Assessments</b>	The STAR assessment will be given September, January, and May to monitor progress	Disaggregate ELA data by subgroup to determine growth	Continued funding for STAR assessment
<b>STAR Assessment Student Meetings</b>	Teachers will meet with students whose initial STAR ELA assessments were in Levels 1 and 2 to discuss STAR testing strategies and to identify potential areas of focus aimed at improving skills	Comparing STAR ELA Data for Level 1 and 2 testers as they retest in January and May	Common planning time to schedule one on one meetings with students
<b>Data Liaison Meetings</b>	A lead ELA teacher will work with our Data Coordinator to desegregate data	Departments become more data literate and use for instructional decisions.	Liaison to meet with data coordinator  Frequent meetings between data liaison and departments
<b>Just Read it Program</b>	Each grade level will be engaged in an independent reading program called Highland Middle School's "Just Read it"	Comparing STAR assessment data that will be given in September, January, and May	A yearly schedule for each content area. Funds for book libraries

Commitment 1

	This program sets aside 15 minutes every day where students are free to read a book, periodical, or other written text of their choice		Funds for bookshelves in each classroom
<b>IXL Program (Personalized Digital Learning Program)</b>	Students will utilize IXL during ELA instruction to help supplement identified skills and standards being taught in the classroom	Comparing IXL data to student work to demonstrate growth	Common planning time to help implement and troubleshoot IXL  Continued funding for IXL
<b>Text Annotation</b>	Students will work in the 4 core subject areas on annotating texts including passages, writing prompts, and word problems	Reviewing student work quarterly to monitor progress	Utilize NewsELA (online news website for students) to find articles at the appropriate lexile level  Common planning time to discuss and review implementation and student work as a department
<b>Common Vocabulary</b>	Establishing common vocabulary for all teachers and staff to use when discussing reading within all content	Comparing STAR assessment data that will be given in September, January, and May	Common planning time for teachers to establish and update common vocabulary  Common vocabulary posters in all classrooms

## 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 (e.g. % agree or strongly agree)
<b>Student Survey</b>	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures	-Greater than 40% respond favorably
	Teachers hold students to high expectations around effort, understanding, persistence, and performance in class	-Greater than 70% respond favorably
<b>Staff Survey</b>	HMS works to provide ongoing professional learning and support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning	-Greater than 50% respond favorably
	HMS works to provide high expectations and rigorous instruction to facilitate learning practices that enable students to grow as independent learners, think critically, and apply learning to real-world situations	-Greater than 80% respond favorably
<b>Family Survey</b>	How often do teachers use texts, content, and assignments, that connect students to various experiences and identities	-Greater than 80% respond favorably

## 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.

- Student and staff surveys
- Progress monitoring by ELA teachers
- STAR assessments
- Parent interactions and on-going communication



## COMMITMENT 2

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We will commit to improving academic achievement in Math for all students 6-8
<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>Highland CSD's mission states that students are the priority, and with this commitment we are putting student academic achievement at the forefront of our goals</p> <p>According to STAR data a significant number of the student population is below grade level in math</p> <p>According to the Spring 2022 STAR data, 73% of 6<sup>th</sup> graders, 67% of 7<sup>th</sup> graders, and 61% of 8<sup>th</sup> graders scored in Levels 1 or 2 of the STAR Math Assessment</p> <p>This commitment is influenced by the statement, "every child is engaged in meaningful learning that is relevant to them." Through this lens, we are committing to instruction that is student centered and interest driven.</p> <p>During the 21-22 school year HMS piloted and adopted a new Math program which will be used across grade levels in the 22-23 school year. This program, EdGems, will help provide more consistency for Math teachers and students.</p> <p>Based on below average STAR Assessment scores, this commitment is justified as a way to improve math achievement</p> <p>In the long term, this commitment will create more equitable instructional practices and help provide more diverse resources and learning options for students. These effects will lead to increased student 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>STAR Assessments</b>	The STAR assessment will be given September, February, and May monitor progress	We will disaggregate math data by subgroup to determine growth	Funding for STAR assessment
<b>STAR Assessment Student Meetings</b>	Teachers will meet with students whose initial STAR Math assessments were in Levels 1 and 2 to discuss STAR testing strategies and to identify potential areas of focus aimed at improving skills	Comparing STAR Math Data for Level 1 and 2 testers as they retest in January and May	Common planning time to schedule one on one meetings with students
<b>Data Liaison Meetings</b>	A lead Math teacher will work with our Data Coordinator to desegregate data	Departments become more data literate and use for instructional decisions.	Liaison to meet with data coordinator  Frequent meetings between data liaison and departments
<b>Common vocabulary and Graphic Organizers</b>	Establishing common vocabulary and common graphic organizers to facilitate problem solving for students	Comparing STAR assessment data that will be given in September, February, and May	Common planning time for teachers to establish and update common vocabulary and graphic organizers  Common vocabulary posters in all classrooms

Commitment 2

<b>Implementing New EdGems Math Program</b>	Rolling out EdGems to the Math Staff	Using a rubric to monitor student progress in the program	Funding for EdGems  Planning time for the math department Funding for flexible learning classroom spaces
<b>Instructional Coaching</b>	Utilizing an Ulster BOCES instructional Math coach to help guide teachers in analyzing data and providing professional development in instructional practices	STAR, IXL, EdGems, and student achievement in targeted areas	Continued funding for Instructional coach  After-school and/or Zoom meeting time for teachers and the instructional coach
<b>IXL Math (Personalized Digital Learning Program)</b>	Students will utilize IXL during Math instruction to help supplement identified skills and standards being taught in the classroom	Comparing IXL data to student work to demonstrate growth	Common planning time to help implement and troubleshoot IXL  Continued funding for IXL

## 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>	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures	- Greater than 40% respond favorably
	Teachers hold students to high expectations around effort, understanding, persistence, and performance in class	-Greater than 70% respond favorably
<b>Staff Survey</b>	HMS works to provide ongoing professional learning and support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning	-Greater than 50% respond favorably
	HMS works to provide high expectations and rigorous instruction to facilitate learning practices that enable students to grow as independent learners, think critically, and apply learning to real-world situations	-Greater than 80% respond favorably
<b>Family Survey</b>	How often do teachers use texts, content, and assignments, that connect students to various experiences and identities	-Greater than 80% respond favorably

## 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.

- Student and staff surveys
- Regular progress monitoring by Math teachers (IXL and EdGems)
- STAR assessments
- Parent interactions and on-going communication

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	We commit to conducting programs and activities to engage students and families in the process of improving student achievement
<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>Highland CSD's mission states that students are the priority, and with this commitment we are putting student academic achievement at the forefront of our goals</p> <p>In a recent survey 40% of respondents (parents/guardians) believe that teachers and staff strive to learn about the cultures and communities of students and their families</p> <p>This commitment is influenced by the statement, "every child feels safe, respected, and a true sense of belonging." Through involving students, parents, and staff in these programs and activities, the goal is to create an inviting community that welcomes, and values input from all stakeholders. These steps will help promote a sense of belonging for all students.</p> <p>This commitment is justified based on current data. According to Panorama survey results, 32% of students feel connected to the adults at school and 45% had a favorable sense of belonging. This commitment will help to promote a more inclusive school community that can increase positive feelings and associations.</p> <p>In the long term, this commitment will create a more welcoming and inclusive instructional environment for students. The effect of this will lead to increased student comfortability and support which will help narrow the current achievement gap.</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?
Grade Level Orientations	Grade level specific orientations prior to each school year that will give an outline of expectations and offer the opportunity for parents to ask questions in a small group setting	Increased parent participation in orientations	Continued funding for staff to attend orientations
Parent Nights	<p>Hosting two parent seminars during the 2022-2023 school year</p> <p>Topics will be decided based on community interests and school needs</p>	Constructive feedback and parent participation	<p>Funding for staff or speakers to attend</p> <p>Funding for PR or workshop materials as needed</p>
Student Enrichment Opportunities	Offering a variety of student-centered, project-based opportunities as opposed to study hall	Increased student interest/enrollment in elective courses	Continued funding for materials and programs to support student interest-based elective courses
Parent Newsletters	Send a digital newsletter once a month providing upcoming important dates and highlighting noteworthy programs	Increased positive parent communication and increased participation in activities/events	Funding for subscription to SMORE (Online tool for creating newsletters)

## 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>	How connected do you feel to the adults at your school	-Greater than 40% respond favorably
<b>Staff Survey</b>	Teachers include students as co-designers of curriculum	-Greater than 30% respond favorably
<b>Family Survey</b>	Teachers and staff strive to learn about the cultures and communities of students and their families	-Greater than 40% respond favorably

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
- Parent feedback and on-going communication
- STAR Assessments
- Panorama Surveys



## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Professional Learning Communities, Instructional Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	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 achievement and parent engagement.

## 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
<b>Meghan Coburn</b>	Principal
<b>Andrew Carnright</b>	Assistant Principal
<b>Dr. Gess LeBlanc</b>	District Advisor
<b>Dr. Patrick Boyd</b>	Assistant Superintendent
<b>William Zimmer</b>	Assistant Superintendent
<b>Victoria Barone</b>	School Social Worker
<b>Lisa Neer</b>	School Psychologist
<b>Kevin Rizzo</b>	Science Teacher
<b>James Conklin</b>	Home and Careers Teacher
<b>Samantha Valentino</b>	Math Teacher/PBIS Chair
<b>Nicole Montaperto</b>	Math Teacher
<b>Marissa Curcio</b>	Special Education Teacher
<b>Jennifer Curless</b>	Social Studies Teacher
<b>Thomas Conor Kenny</b>	School Counsellor
<b>Shamien Jansen</b>	Math Teacher
<b>Mary Leahy</b>	ELA Teacher
<b>Lisa Sutera</b>	AIS Teacher
<b>Daniel Savelson</b>	ELA Teacher
<b>Robin Stoutenburg</b>	Parent

Evidence-Based Intervention

<b>Christina Markey</b>	Aide
-------------------------	------

## 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
7/29/22					X
7/15/22			X	X	X
6/24/22			X	X	
Spring 2022		X			
Spring 2022	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**

**Students were interviewed during focus group sessions that took place in the Spring of 2022 which helped to inform the HMS plan in many ways. Throughout the interview process, our team was able to identify several trends that we wanted to address in the coming school year and beyond. ELA achievement, Math achievement and increasing parental communication and involvement were all trends that were uncovered throughout this process, which is why we identified them as goals for the future.**

#### Equity Self-Reflection

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

**The Equity Self-Reflection provided feedback to the team and allowed us to diagnose our shortcomings and areas in need of improvement. Math/ELA achievement and involving parents and families more in school, were identified by the SCEP Team and reviewed by the building level DEI committee as areas on which to focus moving forward.**

## 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.