School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Holley CSD	Holley Middle/High School	7-12

Collaboratively Developed By:
The Holley Middle/High School SCEP Development Team
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And in partnership with the staff, students, and families of Holley Middle/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 the 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 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to ensuring that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• This commitment was made last year, as our district's mission statement says that we "will work together to provide the opportunity and means for **all** students to acquire the skills, knowledge, and attitudes to become responsible and productive citizens in a **diverse** and changing society." Our district did tremendous work in this area last year. We held professional development learning opportunities for our teachers on topics related to identity and the Culturally Responsive-Sustaining Framework. We focused on developing a welcoming and affirming environment for all students, knowing that supporting students' cultures and identities plays an integral role in how learning happens for students. • This commitment needs to continue. We have made tremendous growth based upon our equity reflection, specifically with the welcoming and affirming environment and ongoing professional learning pillars. Our goal for this year, though, is to move into more sustaining practices with each of these pillars, as well as to accomplish some phase two practices outlined in the CRS roadmap. More professional learning needs to occur for our faculty. Our students shared that they see these efforts being made and want to see them continue to happen in our building. We also need to bring in other stakeholders to our equity work, such as students and the community, so that they can share their perspectives on how this work moves forward.

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?
Growing the school equity team	The school will have a team of stakeholders that help guide the equity work. The team will now include students and community members/families to be a part of this work. The team will make recommendations on how to move the work forward and what professional learning our staff should engage in.	The team will present at a BOE meeting in the winter to describe their vision, what has been accomplished, and what will be occurring. Progress on NYSED's Culturally Responsive-Sustaining Framework roadmap.	Incentive –SIG Funds to pay staff to be a part of the team. SIG funds for professional development. Space to meet.
Development of a Culturally Responsive Calendar	Staff members and students were unaware of several cultural holidays and awareness months. The goal of this calendar is to list important dates for diverse communities. Resources will be included with each date so staff members can learn more about those dates if a student asks or if they want to be more culturally responsive to their students.	The school will highlight days through announcements and multimedia. Educators will use resources to educate students on specific important dates/holidays/awareness months.	SIG funds to pay a team to develop the calendar and to create ways to recognize and provide resources for important dates.

Professional development opportunities for staff	Through the Director of Teaching and Learning's monthly newsletter, professional development offerings related to equity and identity will be highlighted to encourage staff to attend. A second cohort will be sent to take part in the NYU Metro Center-IESC's Culturally Responsive Education professional development series.	Teachers implement and share their professional learning.	SIG Funds to pay for registration fees, substitute costs, and travel for professional development.
Book study	Small group book studies will occur to discuss topics on diversity and inclusion.	Action-planned goals after the completion of a text. New learning that can be shared in PLCs.	SIG Funds to pay for professional texts. Space to meet.
Increase visibility of equity work	Create a page that documents the school's vision for equity work on the school website. Communicate progress on equity commitment in Dimension newsletter.	Families and the community will be more informed about what is occurring with our equity commitment.	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)
Student Survey		
Staff Survey	We have a positive classroom environment that supports learning. (baseline: 33%-June 2022)	60% will agree or strongly agree
Family Survey		

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.
• 100% of phase 1 key implementation activities from Culturally Responsive-Sustaining Education Framework completed.   • Staff engaging in collegial conversations on topics related to equity and identity.   • Professional development offerings for staff to attend to learn more about equity and identity.   • Increase in growth scores in i-Ready after each math and reading diagnostic assessment.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to ensuring that every child is engaged in meaningful learning.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• Part of Holley's mission is to "instill a passion for lifelong learning". To do this, we know that our students must be engaged in meaningful, relevant learning experiences. • Since 2019, our staff has received extensive professional development on student engagement practices that promote rigorous collaborative and critical thinking opportunities for students. As the "How Learning Happens" document details, learning happens when students engage in social, emotional, and cognitive processes. This document validated the commitment we made to student-centered practices. • In focus groups, students shared that they were not feeling motivated by their class lessons. This aligned with a survey question that indicated that only 43% of students felt motivated in their classes. We need students to be engaged in their learning so that they retain the knowledge and skills they are attaining. When students see how learning is relevant to them and have the opportunity to engage with their peers in critical thinking and collaboration, they will be more likely to meet proficiency on their learning standards. • Additionally, our ELA and Math scores are concerning us, as there was less growth than anticipated for our MS students on their i-Ready diagnostics. We know from the CRS Framework that a rigorous curriculum and instruction are important for engagement, so our teachers in those departments will work with content-specialists on those areas.

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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?
Classroom walkthroughs	Administrators will conduct classroom walkthroughs to provide feedback to teachers on their use of engagement protocols.	Administrators will review their feedback to determine patterns and trends to focus future professional development on.	Time. Scheduling class visits.
Professional Learning Communities	Professional Learning Communities were instituted last year. This year, the focus for PLCs will be to be more data-driven and to look at student work samples.	PLC meetings that demonstrate the analysis of data and student work.	Professional learning on PLC meeting protocols.
Instructional coach	Through the NYSED instructional coach grant, teachers will receive professional development on engagement strategies that can be used for Tier 1 instruction.	Students will be collaborating with peers resulting in greater student talk and a more student-driven classroom. Teacher focus groups will indicate that they are finding the professional development to be meaningful and relevant.	Funds for instructional coach.
Content-specific engagement protocols	Our students continue to struggle in math and ELA, specifically at the MS level. The ELA and Math departments will receive	Increased growth on diagnostic assessments.	Funds for purchasing the service of PLC

professional development	professional development on creating rigorous		consultants to lead this PD.

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)
Student Survey	Teachers provide time for students to discuss topics and learn from each other. (Baseline: 41.6%-June 2022).	60% will agree or strongly agree
Staff Survey		
Family Survey		

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.
• Teacher focus groups will indicate that they find the engagement protocols to be positively impacting student achievement   • I-Ready diagnostic growth scores will increase for math and ELA.   • Walkthrough data will show that 80% of teachers use engagement protocols in their classrooms.

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COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to ensuring that every child is supported academically, socially, and emotionally.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• Students have demonstrated having academic, social, and emotional challenges coming out of the pandemic. For example, behavior problems have increased with more discipline referrals than in recent years. We know that students need to feel safe and supported to learn well. • Students continue to struggle in Math and English Language Arts. While our 7th and 8th grade students grew strongly from their first i-Ready diagnostic to their second diagnostic, the growth was slimmer going from diagnostic 2 to diagnostic 3 in the spring. Students need to receive interventions when they are not meeting grade level standards. The benchmark assessments we implemented this past year showed that students were struggling with Tier 1 instruction. If students are not being successful with general instruction, it requires us to explore why students are struggling: is it because they don't feel seen by their peers and teachers? Is it because they are not being challenged or are they receiving too much scaffolding during the lesson? Having a strong MTSS team and PLCs in place to constantly investigate this will be essential for school improvement.

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?
Trauma-Invested Practices	Teachers will work with a consultant on trauma-invested practices to support students in hopes of curbing undesirable and disruptive behaviors.	Students will feel safe and feel like their needs are being supported.	SIG Funds to pay for Kristin Souers, consultant.
Evaluation of benchmark assessments	Teachers created benchmark assessments last year. This year, teachers will review and revise them as needed to ensure they are rigorous and aligned to the state standards and end assessments.	Rigorous benchmark assessments that are linked to the standards.	Time to revise.
Professional Learning Communities will engage in data analysis	Teacher leaders will receive professional development on how to lead their PLCs in data-driven dialogue and analysis	Teachers engaging in data chats during PLC time. Students receiving support based on teacher recommendations.	SIG funds to pay for consultant PLC Associates.
MTSS team established	An MTSS team will be established at the MSHS to monitor the progress of students and to provide interventions.	Students' needs being met. Interventions being successful.	Having a streamlined MTSS process for all students.
Revise circle structures to discuss SEL competencies	Circles were implemented last year. Prompts, activities, and resources will be updated based on stakeholder feedback.	Students will be engaged in circle conversations.	Time to revise.

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)
Student Survey	Most students in our school follow the school rules (Baseline: 8%-June 2022).	55% will agree or strongly agree
Staff Survey		
Family Survey		

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.
• 90% of teachers will revise their benchmark assessments.   • MTSS team will lead the work of implementing trauma-invested practices into the school.   • Professional learning communities will engage in data analysis and collaborative action planning.   • Students will make safe choices while in the school.

Evidence-Based Intervention

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

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

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

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

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

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

⊠ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1: We commit to ensuring that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials. Commitment 2: We commit to ensuring that every child is engaged in meaningful learning. Commitment 3: We commit to ensuring that every child is supported academically, socially, and emotionally

☐ 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	
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
Sue Cory	Principal
Matt Feldman	Principal (as of 7/1/22)
Dan Courtney	Assistant Principal
Brendan Keiser	Director of Teaching and Learning
Russ Albright	Teacher
Shawna Benzan	Teacher
Kellie Burke	Teacher
Mike Crissman	Teacher
Suzanne Lepkowski	Teacher
Sara Kingdollar	Student
Maggie Skehan	Student
LeeAnna Sanfilippo	Parent
Tracy Van Ameron	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
Example: 4/6/21			*x*	*x*		
5/2/22	X					
5/5/22		X	X	X		
6/2/22			X	X		
7/28/22			X	X	X	
8/10/22			X		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 and were asked questions about their experience in the school. Students were part of student focus groups that occur three times a year. For June, we specifically looked at how responses had changed. Students shared how behavior issues were a concern in the school, and how they did not always feel comfortable going to the bathroom because they were concerned they would bump into someone not following the rules. Students also mentioned how they were feeling less engaged in their lessons and missed opportunities for collaboration and connection. Students shared appreciation for the school's desire to be a more inclusive place and shared that teachers were engaging in more topics connected to culture during their lessons.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The team completed the self-reflection and compared it to the previous year's to see growth. The team was quite proud of all that they had accomplished, specifically around the pillars of Welcoming and Affirming Environment and Ongoing Professional Learning. The team determined it would be best to move into more sustaining levels of those two pillars as opposed to emerging where they were mostly marked.

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.