

School Comprehensive Education Plan 2024-2025

District	School Name	Grades Served
SCSD	Sweet Home High School	9-12

Collaboratively Developed By:

The Sweet Home High School SCEP Development Team: All teachers from specific content areas within their departments created SCEP plans. Administration synthesized their information into school-wide trends we noticed from each content area.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews (focus groups data for this round could be used), 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 2023-24 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, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [How Learning Happens](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2024-25?	We are committed to enhancing our students' reading comprehension by developing unified school-wide strategies, including cloze reading, chunking, and identifying the gist. We will prioritize the development of consistent annotating practices and collaborative instructional decisions during our common planning time to ensure the success of all students.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • 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?	The following information was gathered from various departments to identify their specific needs. By synthesizing these departmental insights, we have created a comprehensive overview that reflects the collective needs of our school. This analysis has informed the development of our commitment statement outlined above. Department Needs Report <u>Science Department</u> Living Environment: • Needs Identified: ○ Students struggle with <u>long reading passages</u>, affecting their stamina during the Living Environment exam. ○ Written responses often <u>lack vocabulary skills</u> and show significant gaps when compared to BOCES benchmarks. ○ Students face difficulties in constructing responses <u>due to poor vocabulary and sequencing skills</u>.

- Data Gaps:
 - The data does not differentiate between English language learners (ELL) and special education (SPED) students.
 - Lacks detailed insights into issues like test fatigue and the inability to chunk vocabulary.
- Action Points:
 - **More time with co-teachers or team teachers.**
 - Enhanced focus on **vocabulary skills and sequencing.**
 - Tailored support for ELL and SPED students.

Chemistry:

- Needs Identified:
 - Students need more time spent on topics they have historically struggled with.
- Data Gaps:
 - The data does not provide insights on pacing and planning, which are crucial for addressing long-term struggles.
- Action Points:
 - Adjust pacing and provide extra time on challenging topics.
 - **Incorporate regular assessments** to identify and address persistent problem areas.

Math Department

Algebra:

- Needs Identified:
 - Students need improvement in vocabulary related to context explanation and frequency tables.
 - Regular reviews and reinforcement of correct vocabulary usage are necessary.

Algebra 2:

- Needs Identified:
 - Students need to improve computational detail and precision with functional notation.
 - Emphasis on checking work using technology and building stamina for longer tasks.
- Action Points:
 - Implement frequent **vocabulary reviews and contextual explanations.**
 - Integrate technology used in checking computations to enhance precision and build stamina.

Social Studies Department

U.S. History:

- Needs Identified:
 - There is a need to reassess the scope and sequence of the curriculum to ensure alignment with NYS standards, especially in light of new exams.
 - Students require continued focus on reading comprehension and applied vocabulary knowledge.
 - Emphasis on teaching issues across the curriculum and enhancing reading skills.
- Data Gaps:
 - The data lacks detailed demographic information on ELL and SPED students.
- Action Points:
 - Reevaluate curriculum alignment with standards.
 - Strengthen **reading comprehension and vocabulary instruction.**

- Collect and analyze more demographic data to tailor instruction effectively.

Global 10:

- Needs Identified:
 - Focus on Tier 1 and Tier 2 vocabulary.
 - Improve secondary source literacy.
- Positive Findings:
 - Many students excelled in the Constructed Response Question (CRQ) portion of the exam.
- Action Points:
 - Continue emphasis on **vocabulary development.**
 - Enhance instruction on secondary source analysis.

English Language Arts (ELA) Department

ELA 11:

- Needs Identified:
 - Focus on vocabulary acquisition and use.
 - Improve reading comprehension as students are not reading enough on their own.
- Action Points:
 - **Group texts shared in common to build a cohesive vocabulary base.**
 - Develop strategies to encourage independent reading and **comprehension skills.**

Linked are the Individual SCEP Plans Created- [Department SCEP Plans](#)

Overall Action Points

- **Collaborative Planning:**
 - Utilize common planning time to make instructional decisions and share effective strategies.
- **Unified Strategies:**
 - Implement consistent annotation practices, vocabulary enhancement, and reading comprehension strategies across all departments.
- **Differentiated Instruction:**
 - Tailor support for ELL and SPED students based on more detailed demographic data.
- **Focus Areas:**
 - Emphasize reading stamina, vocabulary skills, and comprehension across all subjects to improve overall student performance.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Developing needed common planning time	Schedule regular, dedicated time for teachers to collaborate on lesson planning, share best practices, and ensure consistency across subjects and grade levels. This fosters a cohesive approach to instruction and enables teachers to support each other's professional growth.	Teachers can check for alignment in curriculum and instructional practices across different subjects and grade levels. Development of common formative assessments or checkpoints that are reflective of student needs across grade level content. Calibrate to ensure that our grading is aligned according to rubrics created or utilized by the team. Regents data will be reviewed as we did this previous year with Midterm assessments.	Present the concept and benefits of common planning time to BLT and staff as requested from the SCEP plans they created. Discuss and agree on the objectives and desired outcomes. Collaborate to create a schedule that incorporates regular common planning time. Share the potential schedule with all staff members and ensure everyone understands

			the importance of this dedicated time.
Developing a school-wide method of annotating texts and cloze reading.	Developing a school-wide method of annotating texts creating a standardized approach for students to mark up and interact with texts during reading. Ultimately, this school-wide method of annotating texts will aim to enhance students' reading comprehension, critical thinking skills, and engagement with academic texts across various subjects and grade levels.	Improved student achievement (Midterms, Regents Exams), confidence and ability in reading and writing comprehension skills, stamina and perseverance in taking assessments. Increase the proficiency/achievement of students on certain types of questions (determining meaning of words as they are used in context) in ELA to 50%.	Common Planning time will have to be implemented. We will need to meet with the ELA department to create a structured plan on how to annotate texts. Explanation of strategies that we need as a building to be developed by ELA department.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Gather student feedback on the annotation method through surveys. Ask about their understanding, engagement, and perception of its effectiveness.	
Staff Survey	Collect feedback from teachers on the ease of implementation, student engagement, and observed improvements in student comprehension and analysis skills.	
Family Survey	Obtain insights from parents regarding any changes they observe in their children's reading habits and academic performance.	Not sure if we will implement this.

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 2024-25 school year.

Surveys: Conduct regular surveys to gather feedback from teachers about the collaboration time. Ask about the usefulness of the meetings, the quality of discussions, and the impact on their teaching practices.

Focus Groups: Hold focus group discussions to gain deeper insights into teachers' experiences and gather qualitative data on the effectiveness of the collaboration time.

