



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Greater Amsterdam School District	Amsterdam High School	9-12

Collaboratively Developed By:

The Amsterdam High School BLT/ SCEP Development Team

(SCEP Team Members: AnneMarie Giles, Al Mattice, John Davey, Christine McNamara, Anna Collie, Kelly Peugh-Forte, Regina Holloway, Jessica Lewandowski, Stuart Palczak, Nancy Andress, Beverly Greco, Melissa Paul, Melissa Baker, Ann Wilary, Stephen Nolan, Bryan Wood, Maura Friddle, Mary DeTraglia)

And in partnership with the staff, students, and families of Amsterdam High School

Guidance for Teams

Template

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

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

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

Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022 -23?</p>	<p>We commit to strengthening our ability to provide our students with a cohesive, rigorous curriculum which meets the needs of our diverse student population and offers students the opportunity to see themselves reflected in their learning.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We are committed to creating a learning community where students feel respected and valued for their individuality. Our curriculum and instructional strategies will be a reflection of our diverse student population. We believe that, as a school, students should have equal access to rigorous and relevant content that reflects their unique identity in order to prepare them for future success in their chosen pathway.</p> <p>Even though we had a graduation rate of 86% for the 2017 cohort, the building cannot forget the gap that exists between the performance of subgroups for previous cohorts. For instance, 2017 cohort data illustrates the gap: While All Students' graduation rate was 86%, the economically disadvantaged students' graduation rate was 78%. This gap is significant because the ED sub-group constitutes 66% of our overall student population.</p> <p>To further illustrate, White students' graduation rate was 92% for the 2017 cohort. At the same time, Hispanic students' graduation rate was 80%, and African American students' graduation rate was 87%. White students outperformed all subgroups.</p> <p>Our building also struggled with keeping students engaged. Our chronic absenteeism rate for students in 2020-2021 was 43.2%.</p> <p>Students shared in spring 2022 interviews that, "There is a lack of respect between students calling each other demeaning names...and friendly bullying occurs". Our teachers are committed to exposing students to underrepresented and historically marginalized perspectives and providing students with the platform for those meaningful exchanges with each other.</p>

When completing the Equity Self-Reflection, the staff found that some teachers recognized the need to further update the curriculum and instructional practices in order to: 1. Ensure the accessibility of priority standards for ALL students, and 2. Reflect students' cultures and identities.

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?
Professional learning communities focused on interim assessments, the data cycle, and instructional practices	The principal will schedule time for teachers with collaborative PLCs in order to work in a continuous data cycle to monitor student success. Administration will check-in with PLCs at the end of each data cycle to track progress.	Quarterly interims will be developed and administered in order to gauge student success.	This strategy will require: administration will ensure that PLCs are built into the master schedule; quarterly interim assessments and associated data; administrators will need to schedule time to attend PLCs.
Curriculum review and revision with a focus on identification of priority standards by content/course	Targeted PLCs will meet regularly to review and develop curriculum with a focus on updating priority standards. Essential questions will be identified and all content will be aligned to a specific skill. Teachers will ensure that scaffolds for SPED and ENL students are embedded within the curriculum.	Administration will review curriculum and provide relevant feedback to PLCs.	This strategy will require: funding for summer work on curriculum maps and priority standards; teacher participation in summer PD; teacher and administration access to Rubicon Atlas; administrators

			will need time to review curriculum maps and provide feedback to PLCs.
Progress monitoring seniors	A timeline and protocol will be developed by the building principal and guidance counselors to identify and schedule students at-risk of not graduating with their cohort. The Graduation Committee will continue to target and monitor seniors. Committee members will act as mentors to students.	Guidance will review student progress at every interim to identify students making adequate progress. The Graduation Committee will meet twice per quarter (after mid-term progress reports and after the close of a quarter) to review data provided by guidance to monitor progress toward graduation.	This strategy will require: collection of student data by guidance; Graduation Committee will develop a system to track student progress; development of meeting schedule for Graduation Committee; Teachers willing to volunteer to act as a “senior mentor”.
Increased culturally responsiveness among staff	The Curriculum Leaders PLC will create a professional development plan to support a common understanding and shared language of culturally responsive-sustaining educational practices among all staff. The team will facilitate the faculty’s review and revision of curricular components (including content and resources) and instructional planning and practices. Finally, the team will ensure an on-going dialogue among staff.	Faculty will participate in targeted professional development including but not limited to presentations, PLC conversations, bookstudies, and article talks. This work will be scheduled during a variety of designated times both during the workday and after-school.	This strategy will require: 1) administration will determine funding sources for PD opportunities; 2) Curriculum Leaders PLC will develop a PD plan for staff; 3) Curriculum leaders will identify appropriate resources for targeted PD opportunities.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey	The professional development supported my understanding of what culturally responsive and sustaining education is.	80% of will respond by indicating Strongly Agree or Agree to the statement provided.
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 2023 school year.
80% of teachers will respond by indicating Strongly Agree or Agree to the statement provided in the Staff Survey above.
100% of academic subjects will work in a data cycle that includes administering interim assessments and evaluating data to adjust instructional practices based on student progress.
100% of targeted curriculum maps have been reviewed by administration and feedback provided.
80% of students will graduate with their cohort.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022 -23?</p>	<p>We are committed to helping students and adults strengthen social connections within the school community and the community at large.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Our commitment stems from data collected during the student interview process conducted in May 2022. Students expressed concern over the overwhelming nature of the transition between remote learning and in-person instruction. They felt like there was not enough teacher support or time in the classroom to complete the work.</p> <p>Research shows that students who are engaged in the school community are more successful in their academic performance and more likely to succeed in graduating.</p> <p>In our Equity Self-Reflection we discussed the need to foster closer relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. From here, the idea of increased opportunities for socialization and forming connections emerged.</p> <p>Our school mission statement reinforces this commitment in that Amsterdam High School is a learning community where all involved collaborate to engage, support, and prepare ALL students for future success.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Enhance extra-curricular activity to promote connections.</p>	<p>To promote connections we will seek to create accessibility to clubs/activities through after school bussing and provide students the opportunity to see all the clubs that are offered through a club fair. The creation of an intramural program, the continuation of promoting students to participate on sports teams and the encouragement of students to use the fitness center after school will also strengthen extra curricular after school engagement.</p>	<p>-Student survey to gauge involvement in clubs and activities done in PE classes -Monitor the participation in sports throughout all the seasons</p>	<p>-Finances for club advisors - Funding for after school busses -Space for the clubs to meet -Advertising to the students and community about clubs -Development of EPIC tracking system for student involvement</p>
<p>Expand in-school student engagement activities.</p>	<p>Administration and faculty will collaborate to develop activities focused on meaningful opportunities for engagement. -Seek student input and participation in the overall look of the school through the creation of murals, outdoor enhancements, building bulletin boards, and seasonal decor.</p>	<p>-Administration facilitates focus groups with a cross selection of students to gain insights into their feelings of connection.</p>	<p>-Admin will need to accommodate this time during the school year (½ days, conference days). -Funding for supplies and teacher stipends needed for murals,</p>

Commitment 2

			enhancements, and decor.
<p>Strengthen relationships between the community, families and the school.</p>	<ul style="list-style-type: none"> -School will host an event for students and families as a kick off to the school year(day) -English department will give away books at community events -CARE team will continue to reach out to parents and students who are not engaged in school. -Principal will engage with the community at local venues. -Principal will create a PTO. -Principal will facilitate a Parent University that will hold classes focused on high. interest topics that promote student learning and foster community engagement. -Principal will collaborate with local agencies to create a <i>RAM Closet</i> for students in need. -The High School will collaborate with Catholic Charities to support students' and families' social emotional health and academic engagement. -Administration and faculty will collaborate on a 8th Grade Transition Night 	<ul style="list-style-type: none"> -Parent Square and Eschool Data usage can be used to gauge involvement. -Administration will track parent attendance at various outreach events. 	<ul style="list-style-type: none"> -Funding for the Open House, PTO, and <i>Parent University</i> events -Advertisement for all community events via GASD Communications Director

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I had the opportunity to participate in after school activities, sports, or clubs	30% of student respondents will agree or strongly agree
Staff Survey	Opportunities were created within the school day for staff to foster stronger relationships with students.	80% of staff respondents will agree or strongly agree
Family Survey	I had at least one opportunity to engage with Amsterdam High School’s staff(parent square, open house, phone calls, community or school events, guidance,etc...)	30% of parent respondents will agree or strongly agree

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 school year.
30% of student respondents will agree or strongly agree that they had the opportunity to participate in a sport, club or afterschool activity.
80% of staff respondents will agree or strongly agree that opportunities were given during the school day to foster stronger relationships with students.
30% of parent respondents will agree or strongly that they had at least one opportunity to engage with Amsterdam High School’s staff.

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.

X 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	1) Professional Learning Community
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We envision that Professional Learning Communities will support our commitment of: <i>strengthening our ability to provide our students with a cohesive, rigorous curriculum which meets the needs of our diverse student population and offers students the opportunity to see themselves reflected in their learning.</i> It supports this commitment because it provides time for teachers to collaborate to: 1) participate in the data cycle to review and discuss the curriculum with an emphasis on priority standards; 2) develop an understanding of a culturally responsive curriculum.

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

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
AnneMarie Giles	Principal
Al Mattice	Assistant Principal
John Davey	Assistant Principal
Christine McNamara	Parent
Anna Collie	Foreign Language Curriculum Leader
Kelly Peugh-Forte	English Curriculum Coordinator
Regina Holloway	Business & Technology Curriculum Leader
Jessica Lewandowski	Art Teacher
Stuart Palczak	Social Studies Curriculum Leader
Nancy Andress	CASDA
Beverly Greco	Math Curriculum Coordinator
Melissa Paul	Special Education Curriculum Leader
Melissa Baker	ENL Curriculum Coordinator
Ann Wilary	Music Teacher
Stephen Nolan	Athletic Director
Bryan Wood	Interim Principal (Spring 2022)
Mary DeTraglia	Guidance Counselor
Maura Friddle	Guidance Counselor

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
<i>Example: 4/6/21</i>			x	x		
3/3/22				x		
4/7/22			x	x		
5/12/22			x	x		
6/2/22	x		x			
6/13/22		x				
7/7/2022					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

Student interviews were critical in the development of our commitment statements. For instance, students indicated that:

- Little to no opportunities to discuss race and racism and they feel like teachers and students might be afraid to say the wrong thing.
- They feel like all they've learned about is slavery and segregation and there is so much more. "We only learn about 'white and black', what about other cultures?"
- They miss assemblies and realize that students misbehave. They think that student behavior would improve with practice.
- Enjoy having time to talk to teachers and each other.
- Lack of respect between students
- They think the school has a lot of students who use humor to disguise put-downs
- Too many fights and students are quick to anger. Too much overreacting.
- Would like more discipline, don't let the little things slide.
- They don't like that students are using inappropriate language.
- Would like the administration to be stern but genuine and involved with both school and extracurricular activities.
- Drama has increased. People talk online and then it spills over into school.
- Some connections have gotten stronger, though- friends with new people that weren't in my circle before, but Covid made us all feel like we were all the same.

This prompted the SCEP team to identify increased cultural responsiveness among staff as a strategy that must be implemented in the upcoming school year. In addition, students voiced their concern that there was a need for more meaningful activities. Faculty and staff need to be more purposeful and explicit about planning the activities that foster engagement and academic achievement. To incorporate student voices, the SCEP team committed to "helping students and adults strengthen social connections within the school community and the community at large;" this is evident in our plan by enhancing extracurricular activities, fostering relationships between the community, families, and school, and expanding student engagement activities.

Equity Self-Reflection

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

Again, the Equity-Self Reflection revealed teacher and administration practices that were emerging due various transitions. The SCEP team identified the need for ongoing professional development and support on equity and inclusion, and the need for the collective voices of all stakeholders (parents, students, and staff) as a staple of our learning community. Our first commitment statement, “strengthening our ability to provide our students with a cohesive, rigorous curriculum which meets the needs of our diverse student population and offers students the opportunity to see themselves reflected in their learning,” identifies professional development in the area of instructional practices, and cultural responsiveness in the classroom. We are also committed to “helping students and adults strengthen social connections within the school community and the community at large,” which has key strategies that solicit the voice of students, parents, and community members.

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.