



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Ramapo High School	M. Phillips	9-12

Collaboratively Developed By:

The Ramapo High School SCEP Development Team- M.Phillips, S. Forman, M. Boyd, A. Bino, K. Sullivan, A. Hills, Peyton Powell, Nadia Williams & Lisa Mazareigo

*And in partnership with the staff, students, and families of **Ramapo High School.***

The district will insert "School Descriptive Data" here

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: ACADEMIC/INSTRUCTIONAL

<p>What is one commitment we will promote for 2022-23?</p>	<p>Faculty will engage in professional development and collegial inquiry around Component 3b: Questioning and Discussion of the Danielson Framework.</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. 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>Opportunity Statement- Through extensive analysis of observation data and anecdotal feedback from students we were able to realize an area of opportunity to engage students in authentic dialogue in classrooms. Only 21% of students responded favorably in the following statement "How eager are you to participate in class?". In addition, there was only a 3% increase in teacher observation data in Component 3b: Questioning and Discussion of the Danielson Framework from the previous year. This commitment will assist with student facilitation of learning.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>By June 2023, Ramapo High School Faculty will engage in professional development and collegial inquiry around Component 3b: Questioning and Discussion. Subsequently, there will be a 5% increase in teachers rated Highly Effective or Effective in component 3b on the Danielson Framework for Teaching.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Observation data will be used to monitor progress quarterly. Student and Teacher perception surveys will be used in addition to monitor progress quarterly.</p>

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
<i>Begin</i> <i>9/1/22</i>	<i>Example</i>	<i>Action Step:</i> <i>Participants/Audience:</i> <i>Responsible:</i> <i>Frequency:</i>	<i>Benchmark #</i> <i>or</i> <i>Completion</i>		
9/1/22	Professional Development on: Instructional Focus 3b: Questioning and Discussion	Breaking down the Component by identifying look fors in the rubric, including but not limited to the following: <ol style="list-style-type: none"> 1. Quality of Questions and Prompts -Different types of questions promote various types of thinking; questions should be engaging, high quality, and thought provoking 2. Discussion Techniques -Students contribute, initiate, respond respectfully, and maintain discussion; everyone has a voice and is to be respected 3. Student Participation -All students engaged; every voice and opinion heard; no one dominating or not participating 4. Question formulation technique - Students will be prompted to develop questions to facilitate 	PD Feedback Data	Observation Data	Observation Data

Commitment 1

		higher learning thinking questions to their peers and in response to their teacher 5. Sentence stems for teachers to use with students for questioning techniques			
10/1/22	Professional Development on: Small Group Instruction/ Grouping students/ Small group schedules	Professional Development on Using of Data to inform instruction: How to use STAR data to form small groups	PD Feedback Data	Observation Data	Observation Data
11/01/22	Professional Development on: Meeting the needs of our linguistically diverse students	Using NYSESLAT scores to assist students in language acquisition Scaffolding and differentiation Primary Focus on Embedding support in lesson plans	N/A	N/A	Observation Data
03/01/2023	Intervistations	After the completion of the first round of observations, teachers will have the opportunity to participate in inter-visitations of teachers' classrooms who have been identified as "Questioning and Discussion Experts". Teachers will take low inference notes and discuss	N/A	N/A	Observation Data

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Half days allocated for Professional Development for faculty at least quarterly
Fiancial Allocations for Teachers to lead towards more distributive Leadership

Commitment 1

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

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	Students responding Positively: “How eager are you to participate in class?” Students responding favorably to the following question: “How often are you provided authentic opportunities to engage in discussion in class?”	5% increase
Teacher Survey	Professional Development feedback: I understand the look fors in Component 3b: Questioning and Discussion of the Danielson Framework	70% responding positively

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.

5% increase- “How eager are you to participate in class?”
 70% responding positively - Professional Development feedback: I understand the look fors in Component 3b: Questioning and Discussion of the Danielson Framework
 75% of Teachers rated Highly effective or Effective in Component 3b: Questioning and Discussion of the Danielson Framework

Commitment 1

COMMITMENT 2

Our Commitment: SOCIAL EMOTIONAL LEARNING

<p>What is one commitment we will promote for 2022-23?</p>	<p>Commitment- By June 2023, we will have a 5% increase in the amount of students responding favorably for the following statement “If you walked into class upset, how many of your teachers would be concerned?”</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. 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>Opportunity Statement-After analysis of student perception survey conducted by Panorama, it is clear and evident the need for additional social emotional support for our student demographics. During the Panorama survey, only 38% of students reported favorably for the following statement “If you walked into class upset, how many of your teachers would be concerned?”. This tied in with anecdotal evidence from student circles, that demonstrates that many students need additional social emotional support.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>By June 2023, we will have a 5% increase in the amount of students responding favorably to the following statement: “If you walked into class upset, how many of your teachers would be concerned?”</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Student perception survey</p>

Commitment 2

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	Example	Action Step: Participants/Audience: Responsible: Frequency:	Benchmark # or Completion		
9/1/22	Restorative Practices- Use of conferences and circles	Restorative Circles will be used to build community. Restorative conferences will be used to restore community after conflict occurs	Restorative Conference Feedback Forms Likert Scale	Restorative Conference Feedback Forms Likert Scale	Restorative Conference Feedback Forms Likert Scale
9/1/22	Community Based Organizations Partnerships VCS/Center for Safety & Change/Pride Center/Candle/ Daytop / RCADD	We will outreach to primary community based organizations to assist with wrap around services for students We will have CBO's hold information nights within the building to assist Ramapo Families Community Based Organizations will also conduct inspirational and motivational assemblies for students	Family Feedback Forms Likert scale	Family Feedback Forms Likert scale	Family Feedback Forms Likert scale
9/1/22	Multi-Tiered Support System	Upon re-entry from a suspension, all students must be entered into a multi tiered support system	Suspension Data	Suspension Data	Suspension Data

Commitment 2

		<p>Students will receive guidance and support from the following providers in the building:</p> <ul style="list-style-type: none"> ● Administrator ● Teacher Mentor ● Guidance Counselor ● Nice Counselor ● Social Worker ● Substance Abuse Counselor <p>Depending on the situation's outcome of the issue these services will be provided during lunch.</p>			
9/1/22	Family Feedback Forms in main office	To provide the best customer service for our families, there will be customer service forms that will be available for families when they exit.	Google Form	Google Form	Google Form
10/1/22	MBK/MSK	Students identified of needing mentorship will be signed up for My Brothers Keeper and My Sisters Keeper	Attendance sheet	Attendance sheet	Attendance sheet
9/1/22	Wellness Center	Students needing support will have access to the wellness center as a way to help with social emotional regulation. Students will be able to attend Yoga sessions as well as Mindfulness Sessions	Student feedback forms	Student feedback forms	Student Feedback Forms
9/1/22	MHA DBT (Dialectical Behavioral Therapy) Training	DBT skills will be taught on a bi-weekly basis during health classes.	Attendance sheet	Attendance sheet	Attendance sheet
10/1/22	Cultural Sensitivity Training	ALL staff will undergo training to better understand the individual needs of students and how their environments greatly impact that.	N/A	Staff Feedback Survey	Student Perception Survey

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Commitment 2

Resources that are required to support these strategies include but are not limited to:

- **Additional Social Worker (Bilingual)**
- **Additional NICE Counselors**
- **Bilingual Psychologist**
- **Bilingual Guidance Counselors**
- **Funds to pay Yoga Instructor (Wellness Center)**
- **Security Personnel**
- **Nurse**
- **Additional Substance Abuse Counselors**
- **Secretarial Staff**
- **Restoration of after-school transportation**

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

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	"If you walked into class upset, how many of your teachers would be concerned?"	5% increase
Family Survey	"If your child walked into class upset, how many of their teachers would be concerned?"	5% increase

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.

By June 2023, we will have a 5% increase in the amount of students responding favorably for the following statement: "If you walked into class upset, how many of your teachers would be concerned?"

COMMITMENT 3

Our Commitment: OPERATIONS

<p>What is one commitment we will promote for 2022-23?</p>	<p>Commitment- Ramapo High School Faculty and Staff will engage in professional development & collegial inquiry that focuses on building strong systems and structures that include awareness around creating equitable spaces then we will foster an inclusive school climate that promotes positive, intentional relationships.</p> <p>Systems and structures in the building are cohesive</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? 	<p>Opportunity Statement</p> <p>Based on anecdotal evidence received from student and parents circles, in addition to suspension data, there is a clear indication of creating strong systems in structures for our students. Survey data demonstrated that the majority of students responded negatively for the following statements "How often do students get into physical fights at your school & "How often are people disrespectful to others at your school". This goal will support a system-tiered approach to enhance the overall quality of school culture. It is important that our staff learn how to support students and use a team model of handling crises when students require intervention.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>By June 20, 2022 there will be a 5% increase in positive responses when students are asked "There is at least one person in the building that I can go to for help" by developing strong systems and structures that include awareness around creating equitable spaces so we will foster an inclusive environment.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Student Perception Surveys Negative intervention Data including but not limited to: OSS, ISS and Referrals</p>

Commitment 3

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	Example	Action Step: Participants/Audience: Responsible: Frequency:	Benchmark # or Completion		
10/02/2022	<p>PLC's: School Culture and Physical Space</p> <p>Social Emotional Learning</p> <p>Inclusive Policies and Practices</p> <p>Student Voice and Leadership</p>	<p>All RHS staff will participate in Professional Learning Communities and engage collegial inquiry to develop action plans that decrease the achievement gap by focusing on minoritized populations. PLC Leaders meet bi-weekly with administration to develop and refine year long professional development plans that engage all staff in clarifying academic, social-emotional, and school cultural needs of traditionally marginalized populations.</p> <p>PLC's include Social Emotional Learning, School Culture and Physical Space, Inclusive Policies and Practices and Student Voice and Leadership. Findings are used to modify instruction, curriculum and establish systems and structures to improve the climate and culture of the school thus promoting equity for our ENL population.</p>	N/A	Student Perception Survey	Student Perception Surveys

Commitment 3

9/1/2022	Behavior norms establishing with students and staff	Model and exemplify norms within the building for staff. This modeling will including the following of systems and structures for building: Dress Code Violations Student Greetings Student Incidents	Staff/Family/Student Perception Surveys	Staff/Family/Student Perception Surveys	Staff/Family/Student Perception Surveys
9/1/2022	Student representation for behavior assemblies for incoming freshmen	Ramapo High School will include student representatives to speak during assemblies to promote positive behaviors. Students will present real life experiences to support incoming freshmen in their transition into High School	Suspension Data	Suspension Data	Suspension Data
10/01/2022	Positive Reinforcement: <ul style="list-style-type: none"> ● Highlighting positive achievement ● Student Athlete achievement ● Honor Roll ● Smart Scholars ● Arts and Performance 	Ramapo High School will place an emphasis on highlighting student achievement often. Students' achievements will be highlighted in multiple modalities throughout the building. In addition to this, there will be strategic scheduling of events to promote school activities and achievement	Student Perception Surveys	Student Perception Surveys	Student Perception Surveys
9/1/2022	Providing information to support students at every event Highlighting different pathways towards graduation: AP Courses	Ramapo High School will place a relentless focus on different pathways towards graduation. Students will have a clear indication of where they are at. This information will be ubiquitous through multiple modalities including: Social Media, Website, Town Halls, Parent Engagement Nights, and mailings.	Student and Family Perception Surveys	Student and Family Perception Surveys	Student and Family Perception Surveys

RESOURCES

Commitment 3

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- Additional Nice Counselors would assist in our plan.
- Additional security guards will assist in implementing our plan.
- More support with lunch monitors will assist in this commitment
- Student Volunteers
- Additional monitors to support implementing ISS
- After School transportation to support with after school interventions

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

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	Positive Responses “There is at least one person in the building that I can go to for help”	5 % increase
Family Survey	Positive Responses “There is at least one person in the building that my child to go to for help”	5% increase

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 3

By June 20, 2022 there will be 5% in positive responses when students are asked “There is at least one person in the building that I can go to for help” by developing strong systems and structures that include awareness around creating equitable spaces then we will foster an inclusive environment.

- Decrease in interventions: OSS, ISS and student write ups
- Report Card Data
- Progress Report Card Data
- STAR Data
- NYSESLAT Data
- Regents Data
- AP Exam Scores
- Smart Scholar Dropout Data
- Graduation Data
- Drop Out Rate
- Exit Surveys
- Attendance Data
- Family Surveys
- Student Perception Surveys
- Staff Perception Surveys

COMMITMENT 4

Our Commitment: GRADUATION GOAL

<p>What is one commitment we will promote for 2022-23?</p>	<p>Commitment-Close the opportunity gap for our ENL population at Ramapo High School</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. 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>Opportunity Statement-after analysis of actual performance/results with what is expected or desired, the strategies, structures, processes or practices of focus that are believed to prove impactful in meeting expected or desired outcomes</p> <p>Anecdotal evidence collected demonstrates that there is an opportunity gap between ELLs and Non-ELLs in regard to graduation.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>Goal- By June 2023, we will decrease the opportunity gap by 3-5% for ELLs graduating on time between their Non-ELL Counterparts.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Graduation spreadsheet data Progress Reports Report Cards At Risk Data Sheet</p>

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	Example	Action Step: Participants/Audience: Responsible: Frequency:	Benchmark # or Completion		
04/01/2023	Performance In Doubt spreadsheet	Teachers will create action plans for students who are in jeopardy of not passing Teachers will identify what supports students need to graduate	N/A	N/A	Spreadsheet
10/01/2022	Identifying at Risk students	Students will be identified as At Risk early and be provided additional support. This will be completed through quarterly meetings with Guidance Counselors and Administrators Teacher Focus Groups to support identified students that need support after analysis of data	Guidance Spreadsheet - Progress Report	Guidance Spreadsheet - Report Card Data	Guidance Spreadsheet - Report Card Data
09/01/2022	ENL Nights	To support English Language Learners, ENL Nights will be held to provide additional support for our families. These in person or virtual events will provide important information to our families including school expectations. Translators will be provided.	Family surveys	Family survey	Family Survey

Commitment 4

01/01/2023	Edgenuity	Non-Traditional support will be provided for students who need additional support in credit recovery.	N/A	N/A	Semester 1 Report Card Data
09/01//2022	Smart Scholars- Dual Enrollment program expansion	Smart Scholars, a dual enrollment program will expand its capacity through multiple marketing approaches. This will assist in expanding the program within the community and highlight many achievements by students who are first generation.	Progress Report	Report Card Data	Report Card Data
10/01/2022	LPP- Extra Help	Ramapo High School will continue its partnership with LPP in order to assist students with academic and social emotional support after school.	Progress Report	Report Card Data	Report Card Data
11/01/2022	Community Based Business partnerships	Ramapo High School will expand its network with community based organizations to support students with wrap around services. Ramapo will allow outside organizations to host events within the building to allow organizations to inform families of their services.	Family Customer Service Survey	Family Customer Service Survey	Family Customer Service Survey
9/01/2022	BARR- SEL Support	BARR will continue to partner with Ramapo High School. BARR assists with social emotional regulation with a target group of 9th graders. Identifying students at Risk Teachers will have additional professional development to learn how to serve students with support.	Risk Assessment w Report Card Data	Risk Assessment w Report Card Data	Risk Assessment w Report Card Data
01/01/2023	Collab PD	Professional Development on Collaboration on effective strategies to engage diverse learners collaboratively. This will be provided in continuation from the previous year's work. Teachers will come to the PD with their best practices to share	N/A	N/A	PD Feedback Survey

Commitment 4

	Teachers identified as collaborative team experts will hold intervisitation sessions in subsequent days following professional development			
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RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Smart Scholars- Rewriting the upcoming grant to support expansion for additional ENL students
 BARR extension of services to East Ramapo Central School District for subsequent years
 ENL Nights need additional funding for food and beverages for families of Ramapo High School

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

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	Students reporting positively for the following statement “ I know the requirements in order to graduate”	3% increase
Family Survey	Families reporting positively for the following statement “ I know the requirements for my child to to graduate”	3% increase

Commitment 4

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.

By June 2023, we will decrease the opportunity gap by 3-5% for ELLs graduating on time.

- Report Card Data
- Progress Report Card Data
- STAR Data
- NYSESLAT Data
- Regents Data
- AP Exam Scores
- Smart Scholar Dropout Data
- Graduation Data
- ENL Drop Out Rate
- Exit Surveys
- Suspension Data
- Attendance Data

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	Restorative Practices
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Restorative Practices are a research based practice that supports in building community and restoring community when harm has been completed.

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	Dual Enrollment
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Dual Enrollment programs assist students in their post-secondary transition, provides free tuition and acclimates students to the academic and social requirements of college. In addition, Dual Enrollment programs are advantageous for students because it assists them with obtaining a degree.

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	
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Evidence-Based Intervention

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
Michael Phillips	Principal
Annie Bino	Assistant Principal
Madrid Boyd	Assistant Principal
Steven Forman	Assistant Principal
Karissa Sullivan	Academic Standards Facilitator
Austin Hills	Science Teacher
Peyton Powell	SWDs Teacher
Nadia Williams	ENL Teacher
Lisa Mazariego	ENL Teacher
Ms. Henderson	Parent
Mr. Rivera	Parent
Samantha Townsend	History Teacher

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>			<i>x</i>	<i>x</i>		
05/17/22			X	X		
05/20/22	X		X	X		
05/21/22	X	X	X			
05/24/22				X		
06/01/22				X	X	
06/02/22			X	X	X	
06/03/22			X	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 split into three different groups. Students were asked a series of priority questions that were developed between teachers, administrators and parents of Ramapo High School.

Equity Self-Reflection

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

Equity self reflection informed our discussions. There was movement in feedback from the Equity Self-Reflection from last year to this year. We are still in the emerging state and subsequently will continue to push forwards towards creating equitable spaces by providing authentic opportunities for our students to thrive.

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.

Additional Data Sources

- Supporting documentation for process (meeting notes and/or data)
- Newsletters, email, website, etc. that keep vision at forefront
- Celebration photos showing students and staff involved in activities related to a shared vision
- Data collection that represents school improvement
- Agenda items aligned with building activities
- Agendas reflecting discussions of vision
- Parent-teacher organization agendas focused on sharing commitments
- Professional development calendar aligned with goals
- Evidence of District Instructional Focus: Literacy Across Content Areas
- Evidence of District Professional Practice Focus: Learning Targets, Engagement, Differentiation
- Number of CSE Referrals
- Number of Out of School Suspension
- Report Card Pass/Fail Rates by Grade
- Report Card Pass/Fail Rates by Department
- Star Reading and Math % student participation
- Star Reading and Math % At or Above Proficiency by Grade
- Star Early Literacy Reading, Math SGP
- Star Early Literacy % or Number of students at each Early Literacy Classifications District Benchmark (Early Emergent, Late Emergent, Transitional, Probable)
- All Cohort Data (Final Five Data) Number of students in cohort, on track for on-time graduation, dropped out/aged out, entered GED, still enrolled
- Evidence that on secondary level, school personnel, students, and families have a clear understanding of current pathways to graduation and what courses & assessments individual students need in order to graduate.
- Frontline Report of building level PD
- Artifacts from two professional development sessions
- Artifact of PLC data conversation
- Evidence of SEL work
- Teacher Attendance by month
- Evidence of efforts to meet expectations of the culturally responsive and sustaining framework
- Response to Intervention Process
- Artifact of walkthrough feedback
- Number of Teachers with Schoology Set Up for Students
- Evidence that school leaders supervise instruction by reviewing plans and making frequent and regular visits to classrooms. Monitoring by school leaders ensures that teachers are meeting school-wide instructional expectations and lesson goals and objectives are aligned with performance standards, including the expectation that there is rich academic discourse in every classroom every day.
- Evidence that the school has a system to routinely analyze multiple data sources to develop and implement differentiated academic interventions and

enrichment opportunities within and outside of the normal classroom structure.

- Number or Percent of Students on Honor Roll or Higher
- Evidence of SEL in Schedules
- Evidence of feedback from school leader to faculty or staff related to curriculum, pedagogy, or assessment
- Parent and student surveys
- Data talks
- Evidence that school leaders communicate expectations for implementing knowledge and skills learned through professional development.
- Short-cycle assessments reflecting progress toward goals
- Subgroup performance and growth data
- Teacher-led professional development
- Co-teaching artifacts
- Evidence that school leaders communicate clear expectations for the content and quality of lesson planning and delivery.
- Evidence that the school has a system to routinely analyze multiple data sources to develop and implement differentiated academic interventions and enrichment opportunities within and outside of the normal classroom structure.
- Evidence that school leaders ensure that instructional practices engage all students and are personalized to accommodate diverse learning needs, interests and levels of readiness.
- Assessment calendar or communication to faculty/staff of Star Assessment Administration windows [link]
- Evidence that school leaders use observations and reviews of planning materials to ensure that teachers know and use teaching strategies and practices that are proven successful with diverse learners.
- Evidence that school leaders support struggling teachers through targeted improvement plans.
- Evidence that school leaders use shared leadership practices to provide targeted instructional support and training to teachers based on ongoing monitoring of teacher practice and data.
- Evidence that school leaders provide teachers with opportunities to observe and discuss effective teaching practices (PLC schedule or agenda, intervisitations)
- Evidence that school leaders develop clear expectations for student and adult behaviors based on the school values and beliefs to ensure students and adults feel safe in the building.
- Number of teacher observations completed by each administrator (principal, AP, ASF)
- School organizational chart inclusive of roles and responsibilities of admin and clericals
- School based teams/committees
- Incident Referral Protocols
- DASA Incident Protocols
- Teacher eSchool Attendance Not Taken by month
- eSchool Phone Logs all for current school year to date
- Evidence that school leaders are accessible and visible throughout the school day. The principal is viewed as being kind toward others, cheerful, patient, respectful, friendly, and approachable. Problems are analyzed before making judgments, and the principal shows a willingness to be flexible when appropriate.

- Evidence that the principal accepts responsibility for ensuring that all students receive high-quality instruction and holds himself or herself accountable for the success of the school.
- Safety plans-notes, minutes, agendas
- Emergency Response plan-notes, minutes, agendas
- School rules and handbooks
- eSchool attendance expectations made clear and monitored with accountability measures in place
- Evidence that school leaders support collaborative opportunities for staff and identify ways for staff to learn from one another. The school leaders make purposeful efforts to acknowledge staff's assets and to develop the confidence of staff members.
- Fire Drill and Lock Down Reports
- Visitor Procedures
- Working with community service outside agencies
- Evidence that school leaders demonstrate that they are willing to do what it takes to help students to be successful and challenge students and adults who are quick to resort to excuses or display low expectations about student potential
- Clubs and activity groups
- Surveys of staff and students
- Evidence that school leaders ensure that staff are following a clear and consistent positive and assets-oriented behavior system.
- Evidence that school leaders regularly collect data through surveys and frequent meetings with adults and students to ensure that they experience and report similar expectations across all classrooms and that adults and students feel safe and welcome at school.
- Positive Behavioral Intervention and Support – artifacts of planning and use
- List of Family and Community Engagement events, inclusive of date, topic, facilitator, and # of participants
- Analysis of SEL Survey Results
- Number of Chromebooks and Hotspots assigned (Device Distribution Report)
- Remind Analytics
- Artifacts that show working with the community
- Mentoring and tutoring programs
- Web pages used as community public relations and advocate for involvement
- Grandparent and foster grandparent program
- Parent-teacher association or booster meetings – minutes and announcements
- Career day that includes community members – show lists, meetings and planning notes
- Evidence that school leaders recognize the value of cultural and linguistic diversity in forming school partnerships. School leaders engage a diverse group of families, community members, students, and staff to develop a learning environment and activities that are connected to students' experiences, needs, and cultures.
- Involvement of mental health agencies
- Programs such as senior lunches, Donuts for Dads, Muffins for Mom, grandparent lunches, etc.
- Evidence that principal creates a master schedule to maximize FTEs and blocks of uninterrupted instructional time and institute policies to eliminate unnecessary interruptions to instruction. School leaders systematically monitor the effect of the master schedule on teacher planning and student

achievement.

- Evidence that school leaders use data to determine school needs and allocate resources such as time, money, space, technology, materials, expertise, and partnerships to maximize their benefits to students and support the implementation of school goals and instructional initiatives.
- Evidence that school leaders empower teacher leaders to proactively initiate, plan, implement and monitor projects.
- Evidence that the principal understands and manages his or her strengths and weaknesses to optimize his or her impact.
- Evidence that the principal understands the unique challenges and circumstances facing the school and has worked with the district office to strategically address these challenges.
- Meet with new teachers and review policies and planned meetings
- Evidence that the principal and his or her leadership team approach problems strategically by gathering information from multiple sources, considering the pros and cons of different solutions, anticipating potential challenges, and closely monitoring the selected strategy to ensure that success is achieved. When success does not occur, alternate approaches are implemented and monitored until a sustainable solution can be achieved.
- Evidence that the principal embraces feedback and continuously seeks feedback from others, including those with differing perspectives. The principal encourages people to express their opinions, even when they may be contrary.
- Monitor websites and emails
- Evidence that the principal recognizes when others have greater expertise and knowledge and identifies and empowers those individuals. The principal shows a commitment to results over status or power.
- Evidence that the principal reflects on his or her interactions and communications with others and takes responsibility for communication choices that have not been effective in delivering his or her message.
- Communication responsibilities
- Evidence of training staff about using social media
- Evidence that leaders involve teacher leaders and the leadership team in the hiring and induction process.
- Evidence that school leaders use data to establish priorities for recruiting, selecting, inducting, supporting, evaluating, and developing staff.
- Evidence that all teachers use instructional supports to help scaffold language and content learning of ELLs/MLLs
- Evidence that the principal understands the unique challenges and circumstances facing the school and has worked with the district office to strategically address these challenges.
- Evidence that the principal works collaboratively and cooperatively with the district office to meet New York State mandates and district expectations related to student placement, budgeting decisions, personnel, facilities, and instructional resources including technology.
- School leadership and staff demonstrate and perpetuate the message that all teachers are teachers of students with disabilities and English Language Learners.
- Teacher sharing professional development experiences with staff
- Teacher-based team leaders conduct meetings
- Assembly programs
- Announcements
- Cultural diversity programming
- Character education
- Anti-bullying education

- Programs that encourage collaboration with other schools and districts
- SCEP Roadmap (identifying annual goals, the school identifies incremental steps and activities that build from one another to understand its progress toward its larger goals)
- Evidence that when school goals or benchmarks have not been met, school leaders make revisions and adjustments to the school's approach based on an analysis of implementation evidence and student achievement data to determine why the goals and benchmarks were not reached.
- Evidence that the school identifies intended long-term goals and short-term benchmarks for new initiatives it undertakes.
- Evidence that the school has established systems to collect and analyze data about current and past practices to inform school improvement decisions.
- Evidence that the school leaders use data to accurately identify the school strengths and areas for improvement to inform the creation of focused, measurable, schoolwide goals.
- Evidence that the school leaders collect and analyze data to determine the impact of professional development on the improvement of teacher planning and instructional practices to engage and support all students.
- Evidence that the school leaders analyze teacher observation and student learning data to identify trends and determine areas of teacher strength and growth opportunities. School leaders use their analysis to inform, assess, and adjust professional learning goals and plans.