New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Kingston City School	Kingston High School	9-12

Collaboratively Developed By:

The Kingston High School SCEP Development Team

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KHS Student Members: Eason Lai, Hayly Soto Urias, Jackson Cutrone, John Lowe, Kadin Lucas, Karlyse Wheeler, Kayla Jacob, Leila Onkawa, Makayla Leon, Om Patel, Riley Potter.

And in partnership with the staff, students, and families of Kingston 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	Students will be provided with forums to voice their ideas, opinions, questions, and viewpoints to elicit productive discussions, increase support from school personnel, and help to guide changes made to the school to improve the experience for all members of the KHS community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	We have several committees at school about student behavior and they are entirely composed of adults. It's important to include student voice and opinion in these decisions and policies if we are going to expect them to function and support our current students. If adults continue to plan and speculate without student voice, we are likely having less success than if we pull students into the discussion and create policies with them in mind.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Attendance data, discipline data (ISS, OSS, restorative conferences, types of infractions), safety data (VADIR, DASA), and which school policies and ideas came from student.	We will be looking for improved attendance, less students in ISS and OSS, more restorative consequences, actionable ideas from students that are implemented, and positive student feedback, both formally and informally.	

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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I feel like my opinion matters. I can share my ideas with the school staff. Student ideas and opinions are considered when making decisions.	80+% agree or strongly agree	
Staff Survey	Students have multiple ways to voice their concerns, thoughts, and ideas here at KHS.	80+% agree or strongly agree	
Family Survey	KHS provides opportunities for students to voice their concerns, thoughts, and ideas.	80+% agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Input from students at safety meetings, BLT meetings, Jefferson Committee, and attendance meetings. Increased use of PBIS initiatives.	More student involvement (attendance, participation) in school committees, consideration and implementation of student ideas and suggestions (from comment boxes, minutes at meetings, choices for Tier 1 workshops or assemblies)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Discipline data, club rosters,	Quantitative and Qualitative Data- collected formally and informally through surveys and ongoing discussion	
Adult/Schoolwide Behaviors and Practices	Use of positive referrals, paws, and student recognition. Lessons which include student opinion, voice, debate, and dialogue. Rewarding students for participating in leadership roles.	We can collect quantitative data when looking at PBIS information. We can gather qualitative data through department meetings, faculty meetings, and during post-observation meetings.	
Student Behaviors and Practices	Students being upstanders, contributing and participating in student clubs, school committees	Quantitative and Qualitative Data- collected formally and informally through surveys and ongoing discussion	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student Membership on BLT, Attendance Committee, Jefferson Committee and Safety Committee	Collecting teacher and cohort suite recommendation for student membership. Asking students whether they want to apply or join (self-nominate opportunities) school committees.	Advanced meeting schedule for students to plan. Classroom/office space for meetings.
Bulletin Boards and Signage Around the school	Advertising positive traits and messaging around the school- Attendance Affects	Hallway space, use of district print shop, and

	Everything, Ways to Get Involved, Ways to Get Help/Support, Definition of Leadership	custodians to hang bulletin boards. Also purchasing or crafting boards.
Job/College Fair and Student Club Fair	In early October, organize with club advisors a membership drive/campaign to engage students in participating/joining by allowing a club fair to promote what it does. The already existing College Fair can have some workforce tables to increase attendance for some students who may not feel they are college-bound but want a plan	Custodial support, Internship Coordinator, School Counselors, Club Advisors, Student Members, use of the field house.
Adding comment boxes for school improvement ideas to the cohort suite offices.	Many students are already in suites for support or to get papers, information, or meet with the cohort team. They can also anonymously leave feedback or ideas for the BLT to consider.	Space in cohort suite. District print shop to create signage.
Student Knowledge of Our Commitments/ Staff Incorporating Our Commitments	Posting our finalized commitments around the school lets students know our goals are about inclusion and representation. If staff see them, they can encourage students to step up, join, advocate, and also prioritize curriculum that allows student voice in conversation with the commitments.	Teachers, custodial support, use of district print shop.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Our school continues to work on a safe, supportive, and collaborative school culture and community (Kingston community members and parent stakeholder groups).
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	The school will foster positive educational, social, and emotional relationships among students, staff, parents, and the community to encourage a sense of belonging, safety (physical and psychological) and school pride. Those within a school community who have a sense of belonging and pride, feel safe and respected. This not only creates a more effective learning environment; it reduces anxiety. As a school, we want to provide outlets and opportunities for parents and community members to give feedback to school staff. We need to partner with parents and community members to support all our KHS students.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	BLT parent membership. Attendance at quarterly meetings. Use of BLT website forms.	Improved membership, increase in attendance at BLT meetings, website traffic and/or BLT forms getting used.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I feel safe at school. I have at least one adult in the building to speak with when I need support. I believe that the school cares about my well-being. I am proud to be a student at KHS. Students respect each other at KHS.	80+% agree or strongly agree	

Staff Survey	I am proud to work at KHS. My students feel comfortable in my classroom. When I notice a student needing support, I know who to contact.	80+% agree or strongly agree	
Family Survey	I know how to communicate my concerns or compliments to KHS Staff. KHS protects my child's identity and helps them grow and thrive. I am proud that my child attends KHS.	80+% agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	BLT Parent Meeting Attendance and Membership for the first two meetings. Response to blasts.	Increased membership. Parent attendance at meetings. Less discipline issues related to cell phone use.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	**What data will we be reviewing?**	**What do we hope to see when we review that data? (***Identify Quantitative Data or Qualitative Descriptors in this space***)**	**What we ended up seeing** (complete six to ten weeks into the school year)
Student Data	Attendance, Discipline	High attendance rates, low discipline rates. Quantitative data	
Adult/Schoolwide Behaviors and Practices	Staff attendance, opening survey	High staff attendance, high scores (strongly agree or agree) Quantitative Data	
Student Behaviors and Practices	Opening year survey, PBIS	Quantitative Data- positive and optimistic outlook as revealed in survey (SA o A responses), student recognition of being seen/understood/appreciated	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Quarterly Parent Meetings and increase in Parent Membership and Community member Membership	Parents are using other outlets to voice concerns and complaints; we want to redirect them to the school and improve trust and communication. If we could include a meal (donated and/or potluck) this would allow more sharing/personalization.	District communications: blasts, inviting parents at other school events to join, promoting BLT on website
Meeting times and locations off-campus, with advanced meeting dates- agendas/topics shared as needed.	Parents who want to be actively involved cannot make our current meetings times. IF we want to improve our relationship with the community and parents, we should prioritize holding meetings at convenient locations in/around the district and in the evening, as to not conflict with work. If we put the schedule out in advance, parents can plan in advance to attend.	Outreach to Kingston City Library, YMCA, Boys and Girls Club, Local Churches
Reopening quiet space for lunch periods	In interviews, students are requesting a spot to decompress other than the loud cafeteria, while we also have students with 504's or IEP's that require a less stimulating environment	Ms. Montano and Ms. Molinaro to help with scheduling, classroom near the café.
Adding a BLT tab to our Kingston High School webpage	Including a chart on who to contact and when would allow parents to directly reach out to the right person. They can also report concerns or compliments to the school and have an option to join or give more feedback.	Carrie Fisher
Having a form and email address for BLT inquiries and reporting	We will need to advertise this strategy so that parents are able to use this resource to communicate to the BLT and we can discuss their inquiries and comments at our meetings.	Ike Shaw, Dr. Oliveto, BLT members
Investigating Yonder	KHS is looking into a cell phone policy solution- one in which students are not permitted to access their phones during the academic school day. This allows them to focus on learning, building relationships with students and staff, and focusing on school	Potential District Policy and September 2023 roll-out. Budgeted through district funds- not school funds.

	investment and ownership instead of the phone being a distraction/occupying their attention negatively. Should the district opt to do something separately, our building will work on a school cellphone policy.	
Pre/post surveying for students and staff at KHS	October and May, short surveys for students and staff related to climate, culture, and self.	Ike Shaw, Gary Tomczyk, class time for survey, BLT meetings to construct survey
Refocusing staff on PBIS and recognizing positive behavior	Other than the scholar dollar store, students shared that they feel ignored for doing the right thing. By offering incentives in class and in school (being able to eat outside or having a coupon for Bagel Café or popcorn sales) they can feel seen and appreciated.	Working with Ms. Wolf and Machung, Art Club, local vendors, School staff at opening school days, Yvonne Parker, local eateries and/or catered lunch for students.
Using community partners to assist with workshops and presentations- 9th period AND/OR during lunch	Students express wanting workshops and information on yoga, meditation, body image, healthy/abusive relationships, drugs, dating, stigma around mental health.	Tina Dierna, using connections at Kingston Happenings, other community partners
More colorful displays, hallway color, and visuals from clubs on rotating boards	Students feel the school is gray and generic; they would like to see more decorations spreading out to the hall, including bulletin boards and even contests for classes to decorate spaces.	Classroom teachers, students, club advisors.

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 2023-24?	We want to improve internal school communication for staff and for students.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our school prides itself on having a diverse student population, wide array of student clubs, extra-help opportunities, and unique class offerings. Our students may be getting this information, but we are unsure whether our messaging techniques are updated, current, reliable, or successful. We want to improve communication methods and delivery with their help. Additionally, staff are requesting more frequent updates, communication, announcements, and input. By improving our internal communication, we believe that our two other commitments will be supported/strengthened. We believe this will also improve school morale and culture.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Post survey results.	Improved data from the pre survey, with an improved score/rating related to communication	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	The signs and messaging in and around school lets me know what is happening. I hear important information in school. If I ask an adult a question, they can direct me to the right place/person.	80+% agree or strongly agree	
Staff Survey	I understand the BLT commitments and know the rationale behind them. I know	80+% agree or strongly agree	

	where to go when I have a concern about the school. I feel that the school leadership team wants to hear from me. I have a good understanding of school policy, systems, and announcements.		
Family Survey	I hear important information about the school. I know who to reach out to when I have a question. I believe the school communicates regularly and clearly with my child	80+% agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Comment Box usage, Staff attendance at meetings	General use, higher survey response rate, positive feedback, and scores	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Pre survey baseline	Students feel that our improved messaging (student input gathered in May 2023) is relevant and communicated in a way they can access.	
Adult/Schoolwide Behaviors and Practices	Attendance and use of the comment box for the first quarter meeting	Quantitative data. Qualitative data related to our post-observation meetings.	
Student Behaviors and Practices	Discipline, Infraction reasons, pre-survey baseline	Quantitative Data Minimal discipline issues	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Improved, interactive announcements	The Code of Conduct, Student/Parent Handbook, partnering for success sheets are often signed without being understood, properly read, or explained. We are investigating an interactive way for students and parents to access this information in a reliable and convenient way.	Assembly in the auditorium, PA System, TEAMS page for students to join, Open House, active clerical collection/updating
Bulletin Boards	This information, in conjunction with Commitment 1, will explain the purpose of some of our academic supports, as well as the locations and what is offered there.	Custodial Staff, District Print Shop, Hallways in the school
Staff comment boxes	BLT will collect these monthly and discuss them.	Staff Mail Room, Principal Office
Optional staff meetings	Every month, Dr. Scorca will offer an informal drop in for teachers to voice concerns, suggestions, observations, or feedback. This feedback will be shared at the BLT monthly meetings	Room reservation
Signage outside teacher classrooms	Teachers post outside their classroom which periods they are available to see students	None other than communicating this expectation to 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.

☐ 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	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Rachael Scorca	Assistant Principal
Meaghan Williams	School Counselor
Deborah Zale	Teacher
Edith Schwimmer	Social Worker
Mike Coffey	Attendance Dean, Parent
Kara Haggerty	Librarian
Jaclyn Evangelista	Librarian
Lauren Forstbauer	Teacher
Sarah Shomo	Teacher
Tina Dierna	District Internship Coordinator, Community Partner Liaison, Transition Coordinator
Amy Purdy	Teacher
John Kay	Teacher
Melinda Lovelett	Teacher
Alison Ventriglia	Teacher
Monica D'Amico	Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
3/15/23	*X*						
5/4/23	X			X			
5/15/23		X		X			X
5/22/23	X	X	X				X
5/25/23					X		X
5/30/23						X	
6/12/23						X	
6/13/23					X	X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** 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 July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.