School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Utica City School District	Thomas R. Proctor High School	9 - 12

Collaboratively Developed By:
The Thomas R. Proctor High School SCEP Development Team

Name	Role
Kenneth Szczesniak	Acting Principal
Tammy Sharpe	Assistant Principal
Alexis McKerrow	Department Chair - Guidance
Michael Zaloom	Department Chair - Math
Dennis Hahn	Department Chair - English
Charlene Mazur	Department Chair - Science
Rickey Nicholas-Hahn	Department Chair - World Languages
Nicole Wurz	Department Chair - Social Studies
Christina Hopkins	Department Chair - Fine Arts
Jason Anguish	Department Chair - PE
Maria Fielteau	Department Chair - ENL
John Lamb	Department Chair - Special Ed
Carly Calogero	Department Chair - Career & Tech Education
Kathleen Capozzella	Math Facilitator
Kayla DeCarr	Social Worker
Susan Morris	Teacher Assistant
Wilhemina Davis	Parent
Danielle Moore	Attendance Officer
Walt Savage	Parent Liaison

***And in partnership with the staff, students, and families of
Thomas R. Proctor 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.
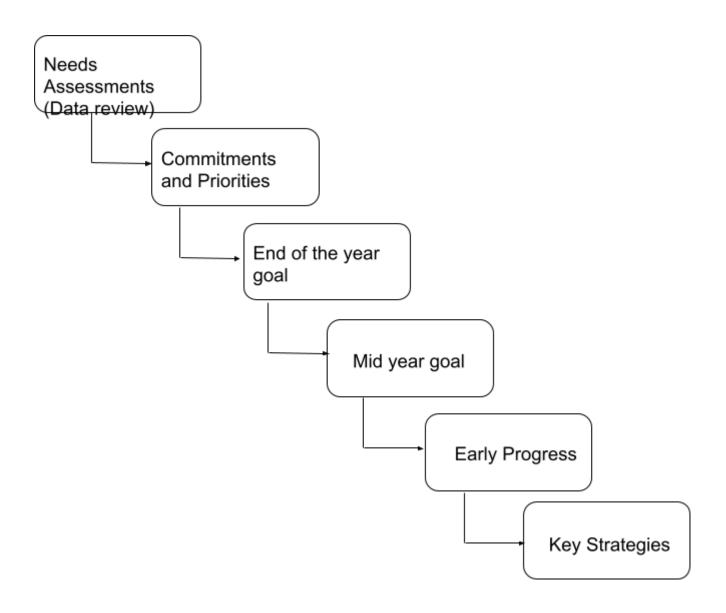
Resources for Team

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?	Address the complex socio-emotional needs of our students, including chronic absenteeism.
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?*	Inner city teenagers are faced with adult-level problems with only a child's toolbox for solving them. Proctor's student population is complex, comprised of children dealing with the effects of poverty, mobility, language barriers, and learning challenges. While some students confronted with socio-economic issues have roadblocks, the school must address chronic absenteeism.

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	Student Attendance Reports in SchoolTool	At least 2% improvement in students' daily attendance as well as period-by-period attendance	

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	List Reasons for absences What would help to improve your attendance?		
Staff Survey	Percentage of students absent from class on a daily and weekly basis		
Family Survey	List obstacles preventing children from attending school What could the school/district do to help?		

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)	Daily and period-by-period student attendance reports from SchoolTool Reports (rosters) from core teachers with attendance rates of at-risk students	At least 2% increase in students' daily attendance and period-by-period attendance	

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	Student attendance records	Increase in both daily student attendance rates as well as period-by-period attendance rates	
Adult/Schoolwide Behaviors and Practices	Quarterly Reports (rosters) from core teachers including the attendance rates of their most at-risk students RTI Edge data	A list of targeted students highly at risk of not passing courses and not being able to graduate Increased parent contacts by teachers	
Student Behaviors and Practices	Students attending all classes on time	Increase in number of core classes students are regularly attending	

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?
Pairing at-risk students with a building adult mentor	Students who are highly at risk would check in weekly with their building adult mentor to set goals. Upon reaching goals, students would be eligible for rewards	Donations/Money for gift cards, specific school privileges, food/candy, etc.
Matching at-risk students with agency or satellite program designed to address certain root causes of attendance issues	ICan, Safe Schools, Hillside, Young Scholars, Upward Bound, On Point, STEP	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Increase graduation rate by at least 2%.
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?*	Remote learning and COVID grading practices caused an increase in graduation rates. With the NYSED Special Appeal policies in effect until the August 2023 Regents Exams (along with the Plato Credit Recovery program), we hope to continue the momentum of increasing our overall graduation rate now that the policies have returned to a pre-Covid status.

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	12th grade student transcripts	At least 78% of seniors eligible to graduate	
	Regents Exam data		

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	Post-secondary plans What would help you to meet all high school level graduation requirements?		
Staff Survey	Percentage of seniors in danger of not passing course		
Family Survey	List obstacles preventing children from graduating What could the school/district do to help?		

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)	12th grade student transcripts January Regents Exam data	At least 80% of seniors meeting graduation requirements	

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:

Commitment 2

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	Reports Cards of seniors Transcripts of seniors	At least 80% of Seniors on track to complete necessary graduation requirements	
Adult/Schoolwide Behaviors and Practices	Core teachers provide ELT tutoring opportunities as well as S-28 opportunities	At least 80% of Seniors on track to complete necessary graduation requirements	
Student Behaviors and Practices	Students complete a graduation checklist and meet with guidance counselors to ensure transparency and encourage student participation and post secondary goal setting	At least 80% of Seniors on track to complete necessary graduation requirements	

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?
Seniors complete "graduation checklist"	Seniors monitor their graduation requirements with assistance from their guidance counselor.	Support staff
Counselor meetings with seniors and their parents throughout the year	Ongoing parent/teacher conferences with seniors and their parents.	Parent engagement
Guidance Counselor informational presentations	Counselor presentations in the classrooms at least twice a year.	Teacher and guidance support

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?	Increase student engagement in academics and extracurricular activities throughout the year.
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?*	In a school as large as Proctor with over 2800 students, it can become easy for students to become lost in the chaos or fall through the cracks. It is our hope that increasing student engagement in school activities and making stronger connections with faculty and staff will encourage students to stay in school, grow as young adults, and explore meaningful opportunities for post secondary life.

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	Number of students involved in extracurricular activities including clubs, sports, music, art, etc. Results of student survey	At least a 10% increase in the number of students belonging to or participating in at least one extracurricular activity	

	Annual teacher observations and lesson plan review documenting teaching strategies	At least a 10% increase in student-centered learning opportunities in the classroom	

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	List clubs and extracurricular activities you are involved in Which classroom activities do you learn from the most? What do you like most/least about being a student at Proctor? What are your proudest achievements in school this year? What advice would you give to incoming 9th grade Proctor students? What is one thing you'd change about Proctor if you could? What are three things that you feel would improve your high school experiences?		
Staff Survey	What learning strategies do you find to be effective? Why? What is your favorite unit to teach? Why?		
Family Survey	What extracurricular activities is your child involved in? What is your child's favorite course at Proctor? Why?		

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)	Rosters of students in Proctor's clubs, sports programs, music programs, art programs Annual APPR progress	At least a 10% increase in the number of students joining clubs or participating in after-school activities At least a 10% increase in student-centered classroom activities	

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	Count of students joining clubs and structured after school activities Student attendance in core classes	Increase in involvement , encouraging students to be more involved in extracurricular activities and clubs.	

Adult/Schoolwide Behaviors and Practices	Teacher Lesson Plans PD opportunities for teachers (TPT, increasing student engagement, etc.)	Increase in involvement , encouraging students to be more involved in extracurricular activities and clubs.	
Student Behaviors and Practices	Increased attendance rate in core classes Increased participation in extracurricular activities	Increase in involvement , encouraging students to be more involved in extracurricular activities and clubs.	

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?
Promoting Proctor clubs and organizations and extracurricular activities to students through various avenues.	**Google Classrooms, posters, morning and afternoon announcements, mailings, etc.**	
Offering new PD opportunities to teachers in TPT , students engagement strategies, etc.	District/teacher center will offer Professional Development.	
Encouraging all teachers to observe the lessons of	Teachers will engage in peer coaching activities.	

other teachers for ideas and inspiration		

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
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?*	

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			

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			

Staff Survey			
Family Survey			

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)			

We believe we will be on track to meet our Mid-Year Benchmark 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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

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
Kenneth Szczesniak	Acting Principal
Tammy Sharpe	Assistant Principal
Alexis McKerrow	Department Chair - Guidance
Michael Zaloom	Department Chair - Math
Dennis Hahn	Department Chair - English
Charlene Mazur	Department Chair - Science
Rickey Nicholas-Hahn	Department Chair - World Languages
Nicole Wurz	Department Chair - Social Studies
Christina Hopkins	Department Chair - Fine Arts
Jason Anguish	Department Chair - PE
Maria Fielteau	Department Chair - ENL
John Lamb	Department Chair - Special Ed
Carly Calogero	Department Chair - Career & Tech Education
Kathleen Capozzella	Math Facilitator
Kayla DeCarr	Social Worker
Susan Morris	Teacher Assistant
Wilhemina Davis	Parent
Danielle Moore	Attendance Officer
Walt Savage	Parent Liaison

Name	Role

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
Example: 4/6/21				*x*	*x*		
7/5/23	x	x				x	
7/6/23	x	x				x	
7/7/23	x	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.