



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mount Vernon	HAMILTON	K-8

Collaboratively Developed By:

Delete the red text upon completion.

The **Insert School Name** SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

*And in partnership with the staff, students, and families of **INSERT SCHOOL NAME.***

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, 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.

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

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [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](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) and the NYSED core principles for culturally responsive teaching that is monitored and adapted to meet the needs of students.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Commitment displays ability of building leader and staff to develop a comprehensive understanding of the materials and resources available for instructional use in the school and establish clear expectations for how teachers use materials and resources to address the needs of students</p> <p>Need to incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.</p> <p>Providing educational equity. Creating an environment where students feel safe enough to make choices and take risks.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	Give written feedback from instructional walkthroughs		
	Conduct pre- and post-observation conferences		
	Through our observations and instructional walkthroughs, we collaborate and discuss the rigor of lessons, student engagement, use of vocabulary strategies and incorporation of higher order questioning	With the practices, systems and structures in place there will be growth in teacher planning, preparation, knowledge and pedagogy which will afford an increase in student achievement	
	Teachers meet once every 6-day cycle as a PLC to examine samples of student work, share strategies, interventions, helpful practices and tips to increase student learning	There will be an increase in student learning and growth in all grade levels when comparing our DIBELS and iReady BOY to the progress monitoring data	
	Utilize summative and formative assessments to ascertain the performance and ability levels of our students to inform instructional practices and school-wide decision-making	Teachers can scaffold complex materials pertinent to their students' modality needs	

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Students are aware of their learning targets and what needs to be done to meet those goals	65%
Staff Survey	Teachers are aware of materials and resources to develop lessons that will further help students exceed standards.	90%
Family Survey	Foster close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences.	50%

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.
BOY iReady- 21% ELA, 7% MATH EOY iReady -44% ELA, 39% MATH

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>The school leader meets with school support staff aligned with the services to learn about the services and methods for delivering services to students so that there is a clear and concise understanding of all schedules.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Make strategic decisions to organize programmatic, human, fiscal and capital resources.</p> <p>Carefully chosen evidence that demonstrates the impact of the school's actions on improving outcomes for students.</p> <p>Currently 20% of students are ELL's</p> <p>25% have IEP's</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The school leader meets with school support staff aligned with the services to learn about the services and methods for delivering services to students so that there is a clear and concise understanding of all schedules.</p>	<p>Identifying our ELL students' language proficiency levels, and ensuring they receive the correct allotted time of service minutes and program</p>	<p>Literacy/AIS Support - Monthly meetings with reading specialists, RTI meetings on Tier 3/Tier 2 students. Reading Specialists are seeing Tier 3 kids 5 times per week.</p>	<p>Imagine Learning (Language & Literacy, Lectura, Español, & Math)</p> <p>Language & Literacy - PREK–6: Personalized literacy and language curriculum (All ELLs)</p> <p>Español - PREK–2: Personalized Spanish-language literacy curriculum (Dual Language/Transitional Bilingual Program)</p> <p>Lectura - GRADES 3-5: Building reading strength in Spanish (Dual Language/Transitional Bilingual Program)</p> <p>Math - Offers engaging, effective math instruction designed to help early-learners learn</p>

Commitment 2

			<p>and love math, and builds conceptual understanding and problem-solving skills with the support of a live teacher</p> <p>Hamilton ENL department advocated for the program Imagine Learning in which the district accepted and implemented district wide</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Assume collective responsibility to learn about student cultures and communities	80%
Staff Survey	Extend learning and understanding our diversified communities and assess other cultures within the building to be sure to be inclusive of all	80%
Family Survey	Develop opportunities for parents to meet with administrators and support staff to share common interests and goals.	55%

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.
NYSESLAT/NYSITELL data results indicated 65% of the ENL students demonstrated in proficiency levels

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Teachers develop and ensure that unit and lesson plans used include DDI protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	Staff attend year-long district PD meetings pertaining to topics such as content area workshops (ex: enVisions, DiscoveryEd, Collections, Journeys), small group instruction, planning and preparation, and use of technology	Teachers administer district common assessments then review and reflect upon the results to determine whether they need to re-teach certain skills and content, provide more fluency exercises and spiral review, and to inform their preparation and planning	Standards Administrators for Mathematics and building administration receive common assessment data results in a timely fashion due to teacher's adhering to the district calendar and pacing guide
Use DDI (Data Driven Instruction) to properly align lessons to CCLS	Teachers scaffolding materials pertinent to student needs	RTI (Response to Intervention) meetings will show student improvement	I-Ready data to assist with targeted instruction

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Foster close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences	55%
Staff Survey	Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning.	60%
Family Survey	Informational conferences with school counselor and community stakeholders such as PTA to address concerns	65%

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.
Hamilton has not had a PTA for nearly two years. It is now up and running. We are addressing SEL needs, academic needs, safety, etc. and giving our parents and students a forum to be heard.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • Use of data to drive instruction • Small group/targeted instruction • Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	Establish targeted groups for tiers 1-3	MFR, PLC log, Will provide 1:1 feedback during RTI to assist students with monitoring and goal setting	iReady data sheets, PLC, students will engage in conferences to reevaluate and update their learning goals every six weeks
	Provide teachers with MFR template to organize groups, skills, standards and strategies to be implemented with each group and a schedule to assess students every two weeks	Teachers will differentiate instruction to address areas of need based on the i-Ready data and classroom assessments	Teachers provide start and end dates for initial target instruction

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.	65%
Staff Survey	Supplement district curricula with books/articles for special study projects, using comparative graphic organizers, close read strategies and discussion strategies (think pair share)	60%
Family Survey	Creating an environment where students feel safe enough to make choices and take risks	55%

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 4

Students will demonstrate progress in ELA according to BOY, MOY, and BOY data for DIBELS and i-Ready

Teachers will encourage students to self-assess and reflect upon their learning and progress using an individualized student data tracker.

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Make strategic decisions to organize programmatic, human, fiscal and capital resources to assist in delivering services to students so that there is a clear and concise understanding of all needs.

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

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) 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
Marc A. Molina	Principal
Wendy Lang	Teacher
Linda Fortugno	ENL Teacher
Lorena Payne	Teaching Assistant
Yesenia Avenaut-DeFreitas	Guidance Counselor
Vernonica Cordero-Turner	Reading Specialists
Julie-Ann Barbudo	Special Education Teacher
Trudiann Lyon	Parent

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

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	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
5/19/22	x	x	x			
5/27/22				x	x	
6/03/22						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

The interview process informed the team's plan by illuminating the need to establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator

Equity Self-Reflection

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

The Equity Self-Reflection form informed the team's plan. As a school we need to focus on providing a welcoming and affirming environment and combining high expectations rigorous instruction

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2022-23 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.