



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
MVCSD	Honor Academy (Previously Holmes Elementary School)	Pre K-8

Collaboratively Developed By:

Delete the red text upon completion.

The Honor Academy SCEP Development Team

(SCEP Team Members: Danielle Davis-Marrow, Shereene Shames, Jaqueline Shkreli, Greer Valinotti, Tara Lattimer-Wilson, Jessica DeCecco, LaShay Caldwell, Ariana Aguilar)

And in partnership with the staff, students, and families of Honor Academy.

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>We are committed to increasing proficiency in student ELA skills and providing teachers with professional development to deliver effective instruction.</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>As stated in our Mission Statement, our belief is to provide our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. Students were interviewed and expressed a desire to learn. They wanted a relatable, hands-on curriculum and reflected the concept that students learn differently.</p> <p>There is data to support the fact that many of our students have benefited from explicit direct instruction in phonics. Professional development in effectively delivering this instruction provides teachers with the tools necessary to succeed. Students will be able to decode and receive the foundational skills required to be proficient readers. This emerged as something to commit to in the aspect that children will need to possess the necessary foundational skills in ELA to be successful in all subjects and everyday life.</p> <p>Our belief, as stated in our Mission Statement, is to provide our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. The student group interviewed during the 2020-2021 school year expressed a desire to learn. They wanted a relatable, hands-on curriculum and reflected the concept that students learn differently. The educators at Honor Academy continue to support our scholars' educational needs.</p> <p>Reading and writing are an essential part of being able to excel academically. It is the core requirement for many exams that our scholars will have to take to graduate High school.</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>Evidence/research based interventions in ELA instruction as needed.</p> <p>AIS/Small Group Instruction/Differentiation</p>	<p>The RTI Team will create a schedule for meetings with grade level teachers to review data from DIBELS, I-Ready, common assessments, formative assessments, and results of NYS ELA exam to determine students’ tier levels. This will also support teachers with intervention strategies and RTI.</p> <p>SMART goals with student input are established to build on students’ strengths and identify skill deficits.</p> <p>Focus on phonics instruction and writing skills. Implement explicit and direct instruction. Provide differentiated instruction. Use building-wide strategies: <i>RACES, Frayer Model</i></p> <p>Progress Monitoring will be conducted each week. At the end of a 4–6-week period, it will be reviewed. Student tier</p>	<p>The RTI process is well organized and proceeds through each step in a timely manner.</p> <p>Students who have deficits in ELA skills are identified early and interventions begin immediately.</p> <p>Progress monitoring results show gains in ELA skills; specifically, vocabulary, comprehension literature, and comprehension informational text.</p> <p>It is anticipated that students will move to at least 1 tier after 4-6 weeks.</p>	<p>Schedules that accommodate RTI.</p> <p>Trained teachers in RTI processes and strategies to provide interventions.</p> <p>Next Generation Learning Standards for ELA</p> <p>Use the following resources to provide interventions: -Leveled Literacy Intervention (LLI) -i-Ready -Language Live -Orton Gillingham -Waterford -Foundations -Teacher resources including digital tools</p>

Commitment 1

	levels will be reviewed, and the next steps will be determined.		such as the apps in the Mount Vernon Portal (Nearpod, Ed Puzzle, etc.) All elementary teachers receive training in Orton Gillingham and K-3 teachers receive training in Foundations. Funding needed for training.
Professional Development	On-going professional development in ELA instruction that is relevant provided by district and obtained independently.	Student engagement and academic success in ELA skills.	Time provided for teachers to receive professional development.
Professional Learning Communities	Professional Learning Communities will: <ul style="list-style-type: none"> • Collect and analyze ELA data • Develop and implement instructional solutions/strategies • Assess the impact of these solutions 	Student engagement and academic success in ELA skills.	Schedule created with built in time for PLCs.
Principal Leadership Development	Principal and Assistant Principal will: <ul style="list-style-type: none"> • Participate in professional development with teachers • Conduct guided “learning walk-throughs” of the school to observe practices in classrooms and consider how to evaluate/improve ELA instruction 	A school culture of inquiry and research is created, characterized by collaborative learning and reflecting teaching.	Set protocols for the “learning walk-throughs” process: <ul style="list-style-type: none"> -Stimulate collaborative and professional conversations -Give and receive safe, non-threatening,

Commitment 1

			<p>qualitative evidence-based feedback</p> <ul style="list-style-type: none"> -Learn from each other -Use common language for quality instruction and best practices -Establish clear and consistent expectations for the walkthrough
<p>Academic Power Hour</p>	<p>Academic Power Hour (APH) will meet three times a week to provide ELA instruction to students who are one or two grades below their grade level.</p>	<p>Increased scores in ELA progress monitoring. Level 1's and 2's advance at minimum 1 tier.</p>	<p>Money allocated for the APH to hire teachers.</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		
Staff Survey		
Family Survey		

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

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

In the fall of 2021, the school demonstrated a 29% proficiency rate in ELA (63 out of 219) students performing at mid or above or early on grade level on the I-Ready overall placement/diagnostic assessment. By June 2022, the school demonstrated a 50% proficiency rate in ELA (117 out of 231) students performing at mid or above or early on grade level on the I-Ready overall placement/diagnostic assessment.

By June 2023, the school will demonstrate a 53% proficiency rate in ELA (97.52 out of 184) students performing at level 3 and level 4) on the NYS grades 3-8 ELA tests. I-ready diagnostics and progressing monitoring levels will increase. Students will improve their decoding skills. As a result, students’ fluency will also improve. This will lead to an increase in vocabulary and comprehension skills in both literature and informational texts. Students will be able to produce clear and coherent age-appropriate writing.

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to a more intentional approach to how we reach students who are performing below grade level in math to increase the number of students that are proficient.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Our school community's obligation is to provide our students with exemplary instruction that will nurture intellectual curiosity, collaboration, and critical thinking. We must restore confidence in our students with intentional planning and cohesive instructional approaches to combat the losses suffered academically, socially, and emotionally because of the pandemic. According to 2019 NYS assessment, prior to the pandemic, the proficiency rate was at 29%. The comprehensive data collected from iReady database this year has 22% of students performing at a Tier 3 level, 28% of students performing at a Tier 2 level and 51% of students performing at Tier 1 level. The data supports a need for a more cohesive approach to planning and instructional delivery to increase the rate of proficiency in math.</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>Evidence/research based interventions in Math instruction as needed.</p>	<p>The RTI Team will create a schedule for meetings with grade level teachers to review data from DIBELS, I-Ready, common assessments, formative assessments, and results of NYS Math exam to determine students’ tier levels. This will also support teachers with intervention strategies and RTI. The RTI team will offer PD to train teachers in RTI processes and strategies to provide interventions.</p>	<p>The RTI process is well organized and proceeds through each step in a timely manner. Students who have deficits in Math skills are identified early and interventions begin immediately.</p>	<p>Provide time to accommodate RTI.</p> <p>Use the following resources to provide interventions:</p> <ul style="list-style-type: none"> • iReady • Pearson MDIS Kit • IXL • Castle Learning • Teacher resources including digital tools such as the apps in the Mount Vernon Portal • RTI handbook (includes building wide strategies)
<p>Structured vertical collaboration and continue grade level PLC emphasizing the sharing of pedagogical</p>	<p>Schedule monthly vertical PLC (Professional Learning Communities) meetings. During PLCs, teachers will meet to review student data and determine skills to be utilized during RTI math periods. Teachers will be sharing pedagogical practices and resources that</p>	<p>Review data associated with the School District’s Mathematics common assessments (Pearson) during vertical PLC team meetings monthly. Teachers are</p>	<ul style="list-style-type: none"> • Scheduling at administrative level is necessary to support this strategy.

Commitment 2

<p>practices and resources that are working.</p>	<p>have been used and adapting methodology that works to current grade levels.</p>	<p>connecting with colleagues in the grades below and above them regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously.</p>	<ul style="list-style-type: none"> • Allocate time during Curriculum Meetings to prioritize math interventions and data analysis. • Use of building wide interventions identified by the RTI team
<p>Teachers will provide AIS services to students during the math block.</p>	<p>Small groups of students will be homogenously grouped based on skill deficiency.</p> <p>Collect and analyze data using a baseline assessment to determine student needs.</p> <p>Teachers will provide interventions using research-based strategies and begin progress monitoring immediately.</p>	<p>Students will show evidence of improved participation in their learning, through observations, formative, and summative assessments.</p> <p>Digital learning trackers such as iReady and Pearson will be used to determine students' strengths and areas of need.</p>	<p>Access to building wide research-based strategies that teachers can choose from to address the needs of students from the RTI team.</p> <p>Forms that are used school wide to track the students' progress that are being serviced.</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		
Staff Survey		
Family Survey		

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

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

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>We commit to supporting our ENL students across all content areas to increase student performance and levels of English language acquisition.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Our school's mission states, "We strive to educate the whole child with dignity. We are dedicated to creating a supportive school community where children, parents and staff maintain mutual respect and trust for one another. Parents and teachers of speakers of other languages need extra support in helping their children assimilate to a new culture while also celebrating their own backgrounds and supporting their social/ emotional and academic success. By ensuring that diverse perspectives are a part of our curriculum and including parents/ communicating with them in their home language we will increase English Language Learners performance.</p> <p>Fostering inclusivity and ensuring that all students have equity in their educational endeavors while providing a rigorous education that considers students learning styles are paramount in increasing English Language Learner performance.</p> <p>In supporting ENL students we must value their diverse backgrounds and show equity by using strategies and supports specific to English Language Learners. Many of these strategies and practices will benefit the entire student body. According to the Culturally Responsive Sustaining Education protocols from NYS Students use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities. It also requires a welcoming affirming environment with inclusive curriculum and assessments. This fits into all commitments and our schools' long-term plan of inclusivity, equity, and fostering positive relationships.</p>

Commitment 3



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?
Consider ELL students' performance / common planning time.	Provide English Language Learners with continued support including additional services and collaboration with classroom teachers. Include a planning time for Mainstream and ENL teachers English Language Learners Evidence Review Protocol	Data and Strategy sessions should occur on an ongoing basis to review student data and plan iReady, common assessments, formative assessments, and ELL data. We will use this information to inform instruction and share best practices as well as research- based strategies to increase student performance.	I- Ready, NYSESLAT, ELA, strategic scheduling at the administrative level to ensure common planning time/ strategy sessions with ENL teachers and classroom teachers.
Professional Development for classroom teachers in ENL strategies	District provided professional development to address the specific needs of ENL students based on school wide and district wide data.	ENL students' academic performance in their mainstream classrooms will monitor progress.	District should provide time for teachers to attend Professional Development
Vocabulary	Use of Journeys vocabulary in context cards with visuals and activities to engage the students in listening, reading, writing, and speaking. Teachers will provide opportunities for multiple exposures to new vocabulary as this is essential for acquiring and retaining vocabulary. Teachers will frontload vocabulary for new introductions prior to reading.	I- Ready, formative vocabulary assessments Journeys and collections vocabulary assessments NYSESLAT & ELA data	Access to research-based strategies (binder of strategies) that teachers can choose from to address the needs of students. Access to online programs

Commitment 3

	<p>Translated word walls and glossaries provided for English Language learners across all subject areas.</p> <p>Framer model, 3-tiered model of vocabulary, use of visuals, graphic organizers, signal words for text structure</p>	<p>Use of vocabulary in writing samples</p>	<p>Journey vocabulary in context cards</p> <p>Use of I-Ready lessons</p>
<p>Small group instruction with targeted skills for ELLs (English Language Learners)</p>	<p>Review NYSESLAT results with ENL teachers and classroom teachers to address areas of need in Speaking, Listening, Reading, and Writing.</p> <p>Visuals and video/ audio should be provided to aid student comprehension</p> <p>Opportunities for communication throughout lessons</p> <p>Teachers across all content areas should use ELL strategies during mainstream courses as they will benefit all students.</p> <p>conversation prompts, sentence starters, sentence frames for both speaking and writing activities to give English Language Learners & students with speech and language disabilities greater access to conversations and writing activities in English.</p> <p>Teachers will implement SOS (Spotlight on Instruction Strategies) from Discovery Education such as AEIOU, 6 Word Story, 3</p>	<p>Students will show evidence of improved participation in their learning. Progress monitoring through quizzes, formative assessments, exit tickets, I-ready, graphic organizers, classwork, and teacher/student conference notes.</p>	<p>Access to research-based strategies (binder of strategies) that teachers can choose from to address the needs of students.</p> <p>Access to technology and online programs/ resources</p> <p>Use of visuals throughout lessons</p> <p>Differentiation based on students' needs</p> <p>Professional development of best practices for ENL students with the entire</p>

Commitment 3

	<p>Truths and 1 Lie, Multiple Perspectives, and Tweet Tweet.</p> <p>Conversation prompts/ sentence stems should be provided for students to remove a barrier between communication and content.</p> <p>Use of graphic organizers across content areas, audio text, immersive reader, signal words and phrases presented to students for specific text structure prior to reading.</p> <p>Assessments need to be unbiased and include multiple cultures.</p>		
<p>Culturally Responsive Teaching</p>	<p>Cultural celebration where ENL and General Education classes can share food, music, literature, stories from their cultures. Parents & families should be invited to participate.</p> <p>Including aspects of their culture in the curriculum. Including multiple cultures throughout the curriculum. Multicultural books, stories, current events, and perspectives.</p> <p>Allow opportunities for students to relate their culture to the literature/non-fiction pieces they are reading.</p> <p>Parent communication should be provided in Home Language. There should be conferences and records of communication with ENL parents.</p>	<p>Student and family surveys. Checklist, student, and family interviews.</p> <p>Student performance. District evaluation of curriculum to ensure culturally inclusive materials.</p>	<p>District will need to approve of events, teachers, school district or students and families may need to provide a small monetary amount for events.</p> <p>Teachers will need professional development on culturally responsive teaching</p> <p>District will need to ensure that curriculum is not biased and includes diverse</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	Students feel they are encouraged to learn about diverse cultures	Strongly agree
Staff Survey		
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
By June 2023, 60 percent of ENL students including commanding level will demonstrate a 2,3, or 4 on the ELA exam in their respective grade levels.

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>We are committed to improving attendance schoolwide, especially for students who have demonstrated chronic absenteeism.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Our school's vision is to provide and support high level academic rigor. We are shifting from the virtual and hybrid learning component. This will assist in improving our attendance schoolwide. With the pandemic still in mind, we will continue to follow school protocols to keep our students in a safe environment. Students will be provided with curriculum and virtual support to continue the learning process at home if affected by Covid-19. In addition, we will work on getting an exemption for absences that are related to Covid-19 to collect accurate data concerning attendance. This emerged as a commitment to our goal of improved academic achievement.</p> <p>It is imperative to have our scholars in school to ensure learning happens. Our school's long-term plan consists of monitoring current attendance data and effectively communicating with students, families, and the school staff to implement a plan to assist with consistent daily attendance at our school.</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?
Monitoring current attendance data	The attendance committee will contact the students and parents affected and give the parents a formal letter documenting the attendance concern.	We will get feedback from the parents concerning the absences and progress monitor the attendance on a weekly basis.	Communication by phone, email, Schoology, letters, and Blackboard.
Track attendance for patterns.	Set up an appointment with parents to address chronic absences.	Meet with students, parents, and staff to implement a plan to assist families with attendance improvement.	The use of an attendance data tracker.
Add attendance as an incentive for PBIS	We will choose a student with perfect attendance for the month to earn a PBIS incentive.	We will know if this strategy is working by monitoring the students' attendance to look for improvements overall.	Weekly communication in person, Schoology, and through announcements on the public address system.

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. disagree, agree, or strongly agree)</i>
Student Survey	<p>What are some reasons you don’t come to school? Sick /Medical conditions Overslept / Tiredness Bullying</p> <p>What was the best day at Holmes school that you recall? Field day Ice cream social day Performing</p> <p>The perfect day consists of: All teachers being present Group activities Outdoor assignments/ activities</p> <p>What would motivate you to come to school daily? Trips Less Homework Better food Spirit week</p>	<p>Strongly agree Agree Disagree</p> <p>Strongly agree Strongly agree Agree</p> <p>Strongly agree Agree Strongly agree</p> <p>Strongly agree Strongly agree Strongly agree Strongly agree</p>
Staff Survey	<p>What is one major reason for any student absence in your classroom? Lack of motivation Illness Overslept</p>	<p>Agree Strongly agree Strongly agree Agree</p>

Commitment 4

	<p>No supervision Bullying Please share an idea for motivating students to come to school: Perfect attendance awards Special breakfast Partnership/parents Create absence template for parents to sign Field trips Mental health day/snack day</p>	<p>Disagree</p>
<p>Family Survey</p>	<p>Does your child feel motivated to attend school daily? Yes No Are there any challenges in getting your child to school? No, we live very close Yes, we live a little far Yes, I leave for work early How can Holmes school help with attendance and motivation challenges in order to improve our attendance rate? Transportation Family/group walking Carpooling Family/ peer workshops</p>	<p>Strongly Agree Disagree Strongly Agree Agree Strongly Agree Agree Strongly agree Strongly agree Strongly agree</p>

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

- Achieve a 92% or higher daily attendance rate.
- Achieve a 92% or higher monthly attendance rate.
- Achieve a 92% or higher yearly attendance rate.

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) as follows	

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
Danielle Davis-Marrow	Principal
Shereene Shames	Assistant Principal
Tara Lattimer-Wilson	Guidance Counselor
Greer Valinotti	ENL Teacher
Jessica DeCecco	Elementary Teacher
Jaqueline Shkreli	Secondary Teacher
Lashay Caldwell	Special Education TA
Ariana Aguilar	Parent Representative
Victoria White	Student Representative

Our Team's Process

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
5/16/22			x	x		
5/23/22			X		X	
5/24/22			X		X	
5/25/22			X		X	
5/26/22			x		x	
6/6/22	x		x		x	
6/7/22	x		x		x	
6/8/22	x		X		x	
6/9/22					x	
6/10/22					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

Equity Self-Reflection

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

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. 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.