



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mt Vernon City School District	MV STEAM Academy	9-12

Collaboratively Developed By:

The MV STEAM Academy SCEP Development Team
Sharon Spencer, Thomas Pufahl, Laura Grosso, Cintia Conrad, David Bendlin, Lynise Blake, Sabrina Payne.

And in partnership with the staff, students, and families of MV STEAM 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>Every child has the opportunity and authority to drive and shape their own learning through choice and differentiation.</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>This year is unique as it is a return to normalcy after many challenges encountered during the pandemic. Our focus is to ensure that our scholars are ready for high school and post-secondary opportunities in the near future. This is a time for STEAMing ahead towards an exceptional educational experience - Success, Talent, Excellence, Achievement, Motivation.</p> <p>This commitment is influenced by the Student Interviews. Students expressed a need for their voices to be taken into consideration when planning and implementing learning approaches.</p> <p>This led us to consider practices we can improve on student's ability to drive and shape their education.</p> <p>Under a new leadership, the Steam Academy is focused on encouraging parent and student involvement to help build a STEAM culture.</p> <p>As a uniform school, our scholars stand out in the community. Uniforms allow an additional layer of security in our school community in addition to setting the tone of scholarship and discipline. A student designed uniform gives students not only a voice but a visual representation of their voice being heard.</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>Promote uniformity in a dress code while promoting individuality.</p>	<p>Students were given the opportunity to assist in the design of the school uniform and logo.</p> <p>Hosting multiple dress down days, school spirit days, college acceptance day. Allowing students to express who they are. Dress down days can also be a part of our PBIS commitment as incentives</p> <p>Parent involvement to support the wearing of school uniforms by all students in addition to the PTA sponsoring fundraising activities for financially need</p>	<p>75% of students will participate in the survey.</p> <p>Increase in the number of students wearing uniform.</p> <p>Parents complete a survey regarding uniforms and their child’s agreement.</p>	<p>Survey will be shared in Schoology with all students.</p> <p>Schedule committee meetings.</p> <p>Parent survey to be shared on Schoology, email and school website.</p>
<p>Establish Focus Group Fridays</p>	<p>Provides an opportunity for different stakeholders in the STEAM Community to meet virtually with the principal and share their thoughts.</p> <p>Partnering with students and families as collaborative decision makers.</p>	<p>Monitor for increased participation with each of the four stakeholder groups.</p> <p>School Climate Student Behavior</p>	<p>Schedule Focus Groups throughout the year. Dedicate time to ideas and suggestions made by stakeholders.</p> <p>Focus group Fridays have led to “Book a</p>

Commitment 1

			Chat with the Principal"
Use of surveys to enlist student choice	Setting up surveys for students to decide on student government representatives, movies for movie night, SEL guest speakers, school conditions and overall school experiences.	Survey participation will be monitored to track increased involvement. Survey results will be applied. School Climate.	Access* to Survey Monkey to create surveys and then share them on Schoology. *District license is needed.
Civic minded projects & School based student leadership opportunities	<p>The school wide SDG Sustainable Goal Project provides opportunities for students to develop projects on social justice issues.</p> <p>Create a Student Body Council to include a Student Body President and Vice President to support the grade level Class Officers.</p> <p>School wide Emotional Wellness Expo inviting experts to come in and speak with individual classes during Emotional Wellness Month. Coping mechanisms to deal with emotional challenges. This will be implemented through a monthly speaker series centered around emotional wellness, technology and social media, science and the community and community connections</p>	<p>100% student participation in MVSA Virtual STEAM Expo.</p> <p>Establishing a Grade-Level Student Government encompassing a complete election process.</p> <p>Student Government sponsored events will be used to gauge participation. Class participation.</p>	<p>Materials for projects (TBD), time for teachers to plan projects.</p> <p>Time to invite experts to come in.</p>

Commitment 1

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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	1. The STEAM uniform was designed by students who participated in the Uniform Committee.	100%
	2. Steam Academy offered several ways for students to be a part of shaping their learning.	100%
	3. Steam Academy has a Student Body Government that represents my class.	80%
	4. I feel that I am given the opportunity to express myself in ways besides my attire.	75%
	5. I participated in Focus Group Fridays.	75%
Staff Survey	1. The school makes sure all students can experience success.	100%
	2. I believe STEAM Academy takes students' voices into consideration when planning & implementing its learning approaches.	100%
	3. Most of my students wear a school uniform.	80%
	4. I participated in Focus Group Fridays.	75%
Family Survey	1. STEAM Academy offered several opportunities for families to partner with students and faculty as collaborative decision makers in their child’s education.	80%
	2. I believe STEAM Academy takes students' voices into consideration when planning & implementing its learning approaches.	100%

Commitment 1

	3. My child wore a uniform to school.	80%
	4. I participated in Focus Group Fridays.	75%

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.
All students conform to the uniform policy, allowing our school community to set the tone of scholarship and discipline.
High participation in surveys shared with students, parents and staff.
All students complete SDG Sustainable Goal projects, which are showcased in the community.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>As a new high school, with only one graduating class behind us, we commit to increasing our graduation rate by providing the highest quality education, while supporting our students in a caring environment.</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>The STEAM Academy provides an exciting problem-based learning approach that integrates all subject areas around the Grand Engineering Challenges from the National Academies of Engineering and the United Nations Sustainable Development Goals. While fulfilling the New York State Graduation requirements, Mt. Vernon STEAM Academy scholars will incorporate project-based learning to develop critical thinkers and doers.</p> <p>The Mt. Vernon STEAM Academy faculty and staff members strive for nothing less than excellence in everything our scholars do. Their success is the most important aspect in our learning community.</p> <p>Students shared in interviews that there is an overwhelming need for access to and knowledge of social and emotional support services available to them.</p> <p>This commitment was chosen as it aligns with our ongoing vision and the feedback from both teachers and students</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?
Involve teachers more in students' personal lives, at the students' request.	Counselors participating in the PLCs with teachers to share minimal information relating to students' academic success.	Improved quality of student work. Improved marking period grades.	Schedule PLC Meetings.
Make students more aware of services and opportunities that are available to them.	Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, class visitations, homeroom announcements. Take What You Need Bulletin board with access to your counselor.	Student behavior Student engagement School climate	Available services posted in daily announcements & Schoology messages. Bulletin board displays.
Academic Power Hour and additional academic and social/emotional supports that may include Saturday School	Teachers will identify struggling students in need of remediation and schedule them for the Academic Power Hour and possible Saturday School Program.	Attendance in Academic Power Hour/Saturday School. Improved quality of student work. Improved marking period grades.	Funding for after school programs.
Provide students with the skills necessary to be successful in high school while also preparing them for	Expand cooperation with local colleges and universities, such as Lehman College STEM PCOPP Program, which exposes students to STEM courses in a college	Administration will monitor participation in the programs.	Schedule - time in 9 th grade classes to promote programs. Schoology Groups

Commitment 2

<p>post-secondary education.</p>	<p>setting in addition to implementing more opportunities for dual enrollment Expand the Great Potential Liberty Partnerships Program.</p>		<p>Announcements when a program is recruiting students via Schoology messages, class visits, Guidance Counselors</p>
<p>Supporting students by using best practices and lessons.</p>	<p>Teachers will collaborate and share best practices during daily PLC meetings and staff development days.</p>	<p>Improved quality of student work. Improved marking period grades.</p>	<p>Schedule PLC Meetings. Year Long Professional Development Workshops.</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 (e.g. % agree or strongly agree)
Student Survey	1. My school has helped me develop the skills and knowledge I will need after I graduate.	80%
	2. There are bulletin boards promoting Social and Emotional Health Support Services that are available to me.	90%
	3. I participated in the Academic Power Hour and/or Saturday School.	80%
	4. STEAM offers programs that introduce students to a post-secondary educational experience.	90%
Staff Survey	1. I feel that I have the resources, strategies, and content to achieve this commitment.	100%
	2. I am given the instructional support I need to teach my students.	80%
	3. I am giving the time to collaborate with my peers to share best practices and develop lessons.	90%
Family Survey	1. Students receive the support they need for academic and career planning.	90%
	2. My child feels connected to the MV STEAM Academy family.	90%
	3. MV STEAM creates a welcoming and supportive atmosphere that my child enjoys attending daily.	95%

Commitment 2

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

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

Increase Graduation rate to 95%

Increase participation in Academic Power Hour and Saturday School by 25%

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>MVSA will reduce the number of suspensions through the implementation of PBIS and restorative practice.</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>The Mt. Vernon STEAM Academy is dedicated to providing a safe learning environment for all students. Part of creating the STEAM culture is ensuring that all students understand the code of conduct and our high expectations for behavior in and around the school community. For the past year, suspension has been one of the most implemented consequences for disciplinary issues. In surveying and speaking with the school community, suspensions do not work to effectively quell misbehavior. Helping students to take accountability for their behavior and have more self-control and voice in conflict resolution is key to having an environment conducive to learning.</p> <p>Students benefit from being present and participating in the school community. In addition to reducing the number of suspensions, MVSA is committed to increasing the number of opportunities for our students to learn from their behavior and make more informed choices if presented with similar situations.</p> <p>This fits into the school's long-term plans in becoming a restorative practices school that implements PBIS techniques. There are 2 software programs that will help to track data to determine progress – eHall pass and Deans list. MVSA is also working with Sara Fienup, S.S.P., BCBA, School Psychologist, Board Certified Behavior Analyst, Behavior Specialist for the Lower Hudson Regional Partnership Center to lead the work around PBIS at the high school level.</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?
Conduct workshops with Students and families around the MV School district code of conduct	Engage the Parent Resource Center (PRC) to collaborate and facilitate workshops for families around the code of conduct. Including follow-up surveys	PRC to create at least 4 sessions related to school discipline and code of conduct. 75% of participants will complete a follow-up survey	Schedule meeting and plan for parent workshop Survey to be shared with all participants in the workshop
Continuing Professional Development with Ms. Fienup around PBIS implementation	Schedule professional development for MVSA staff around PBIS implementation	Faculty to participate in at least 2 professional development sessions with Ms. Fienup around PBIS MVSA to host 2 campaigns to promote the expectations for scholarly behavior.	Schedule PD with Ms. Fienup AP of School Culture to develop PBIS campaign.
Continue Training with company rep for eHall Pass	Schedule professional development for MVSA staff around the implementation and functionality of eHall pass	Faculty to participate in at least 2 professional development sessions with representatives from ehall pass	Schedule PD with eHall pass representative

Commitment 3

<p>Continuing training with company rep for Deans list</p>	<p>Schedule professional development for MVSA staff around the implementation and functionality of Deans List</p>	<p>Faculty to participate in at least 2 professional development sessions with representative for Deans List</p>	<p>Schedule PD with Deans list representative</p>
<p>Create focus group for the beginning of a peer arbitrator group with youth division Judge Nichelle</p>	<p>Schedule a meeting with Judge Nichelle to learn about resources already available through the youth court system</p> <p>Pilot a student arbitration group to weigh in on minor violations of the school code of conduct.</p>	<p>Secure meeting with Judge Nichelle</p> <p>Procure resources to begin student arbitration groups</p> <p>Pilot student arbitration group to meet at least 2 times for the year.</p>	<p>Share survey to gather student volunteers for the student arbitration group on schoology.</p> <p>Schedule meeting with Judge Nichelle</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 (e.g. % agree or strongly agree)
Student Survey	<ol style="list-style-type: none"> 1. I am aware of the MV School Code of conduct 2. I am aware of alternate forms of discipline other than suspensions. 3. My school has opportunities for me to be a part of creating behavioral plans 4. I understand the expectations for behavior in each of my classes. 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>
Staff Survey	<ol style="list-style-type: none"> 1. I have seen a decrease in the number of Code of Conduct Violations. 2. I have participated in at least 1 professional development session around alternative forms of discipline 3. There are opportunities for me to participate in conversations and/or decision making around reprimanding students who have violated the code of conduct. 4. I have set clear expectations for classroom behavior 5. I have implemented at least 2 PBIS methods to reinforce positive and/or expected behaviors 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>
Family Survey	<ol style="list-style-type: none"> 1. I have attended at least one parent workshop on the code of conduct 2. The school has opportunities for me to collaborate around behavioral expectations 3. I am aware of PBIS initiatives that are happening at the school. 	<p>80%</p> <p>80%</p> <p>80%</p>

Commitment 3

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.

- There will be a reduction in the number of suspensions from 2021-22 to 2022-23
- Students will experience at least 2 PBIS campaigns
- Teachers and students will have accounts and access to eHall pass and Deanslist
- Pilot group of student arbitrators will be formed

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>MVSA will increase security measures to provide a safe and supportive learning environment for all 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>The issue of school safety is a nationwide concern. In the Mt. Vernon City School District, there has been a call for additional security officers and increased security protocols in all schools.</p> <p>Students must feel safe in the school buildings in order to learn effectively. The district is committed to increasing security officers as well as implementing security protocols and procedures to ensure that the school community is physically and emotionally safe.</p> <p>School safety is part of the fabric of a school community. It is a part of the short term and long-term goals for every school nationwide.</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>Engage a security firm to assess the current safety of the school</p>	<p>The district will engage Altaris Security firm to assess school buildings and develop a recommendation for increased security</p>	<p>Recommendation from Altaris created and presented to School District. At least 2 recommendations implemented at MVSA.</p>	<p>Budget for Altaris assessment. Time to schedule initial assessment walk through and follow up interview.</p>
<p>Assess construction of school buildings to ensure there are built in safe structures in place</p>	<p>District will hire and engage the district architect to develop a plan to build out the “man trap” at the main entrance to ensure that visitors are allowed into the building if they have school business to conduct.</p>	<p>Blueprints and scope of work that needs to be completed created. Budget created for renovations that need to be done. Pilot new visitor protocol where visitor is given a parting survey to get feedback on the new protocol.</p>	<p>Budget to ensure that architectural plans can be implemented. Timeline and logistical plan for implementation of renovations and/or repairs</p>
<p>Employ more school safety agents to monitor and address school safety issues</p>	<p>The district will post more vacancy opportunities with OLAS and other job seeker sites to attract candidates for safety agent vacancies</p>	<p>Have at least one (1) more safety agent assigned to STEAM. (An additional 3-4 agents would be preferable.)</p>	<p>Budget/ grant that will be used for new agent(s) salary.</p>

Commitment 4

			Meeting with head of MV Security to ensure consistency among all safety agents
Monitor number of disciplinary action for leaving campus and/or allowing others on campus	Ensuring that the AP of Culture and Climate maintains accurate logs of disciplinary action for leaving campus and/or allowing others on campus so that data can be compared to previous years.	<p>APCC will create a shared document of disciplinary action for leaving campus and/or allowing others on campus for 2021-22 and for 2022-23.</p> <p>APCC will conduct a data analysis to determine if there is a significant statistical difference in the number of disciplinary action incidents between the 2 years</p>	<p>Software to track disciplinary action related to leaving campus and/or allowing others on campus – DeansList</p> <p>PD for STEAM staff on how to effectively use DeansList for notifying and monitoring disciplinary action</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 (e.g. % agree or strongly agree)
Student Survey	<ol style="list-style-type: none"> 1. There are more safety agents at my school 2. There are safety protocols for visitors at my school 3. I feel safe at my school 4. There is someone at my school who I can go to if I have a safety concern. 5. I have participated in fire and lockdown drills 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>
Staff Survey	<ol style="list-style-type: none"> 1. There are more safety agents at my school 2. There are safety protocols for visitors at my school 3. I feel safe at my school 4. There is someone at my school who I can go to if I have a safety concern. 5. I have participated in fire and lockdown drills 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p> <p>80%</p>
Family Survey	<ol style="list-style-type: none"> 1. There are more safety agents at the school 2. There are safety protocols for visitors at the school 3. My child feels safe at my school 4. There is someone at the school who I can go to if I have a safety concern. 	<p>80%</p> <p>80%</p> <p>80%</p> <p>80%</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

- STEAM will have at least 1 additional school safety agent
- Work to renovate the “man trap” is scheduled. Best case scenario is to have at least 25% of the renovations completed by the end of 2022-23
- Data analysis of disciplinary action specifically around infractions involving students leaving campus and/or allowing others on campus

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
Sharon Spencer	Principal
Thomas Pufahl	Teacher
Laura Grosso	Library Media Specialist
Cintia Conrad	Teacher - ENL
David Bendlin	Teacher - SpEd
Sabrina Payne	Guidance
Janet Boney	Parent
Heily Gonzalez	Student

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
May 20, 2022	X					
May 24, 2022	x	x				
May 27, 2022	x	x	X			
June 3, 2022			X	X	X	
June 10, 2022			X	X	x	
June 17, 2022			X	X	X	

Learning As A Team

Directions

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

Student Interviews

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

We used the information we collected from the Student Interview process to design a plan that is centered around the needs of our students. Our commitments were selected based on the feedback students provided during the interview process. Our student responses pointed to the need for students to be more involved with their overall education as well as increased security measures to provide a safe and supportive learning environment for all students. They want to be a part of shaping their education. Given that we serve a high school population, the team agreed we must address this in our commitments.

Equity Self-Reflection

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

N/A

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 adjustments to their plans when appropriate.