

-	Mount Vernon City School District
LEA BEDS Code:	660900010009
School Name:	Pennington School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Kenneth Hamilton	30-Jun-15
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Elias Gootzeit	30-Jun-15

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

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| ☒ | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers |
| ☐ | 2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| ☐ | 3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |
| ☒ | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| ☒ | 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. |
| ☒ | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| ☒ | 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 11, 2015	Pennington School		
June 18, 2015	Pennington School		
June 23, 2015	Pennington School		
June 24, 2015	Pennington School		
June 26, 2015	Pennington School		

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School Information Sheet

School Information Sheet							
Grade Configuration	K - 8	Total Student Enrollment	365	% Title I Population	38.90%	% Attendance Rate	94.84%
% of Students Eligible for Free Lunch	31.30%	% of Students Eligible for Reduced-Price	7.50%	% of Limited English Proficient Students	5.30%	% of Students with Disabilities	4.50%

Racial/Ethnic Origin of School Student Population							
% American Indian or Alaska Native	0.40%	% Black or African American	67.60%	% Hispanic or Latino	19%	% Asian, Native Hawaiian / Other Pacific Islander	0.80%
						% White	
						% Multi-Racial	27.30%
							0

School Personnel							
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <u>NO</u> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	2	Average # of Teacher Absences	4%

Overall State Accountability Status					
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient	SIG 1003(g) Recipient
Identification for ELA?		Identification for Math?		Identification for Science?	Identification for High School Graduation Rate?
ELA Performance at Level 3 and Level 4	23%	Math Performance at Level 3 and Level 4	27%	Science Performance at Level 3 and Level 4	Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)	Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)			

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA		
American Indian or Alaska Native		Black or African American
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
White		Multi-Racial
Students with Disabilities		Limited English Proficient
Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics		
American Indian or Alaska Native		Black or African American
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
White		Multi-Racial
Students with Disabilities		Limited English Proficient
Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science		
American Indian or Alaska Native		Black or African American
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
White		Multi-Racial
Students with Disabilities		Limited English Proficient
Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective		
		Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

☐	Limited Degree (Fewer than 20% of goals were achieved.)
☐	Partial Degree (Fewer than 50% of goals were achieved.)
☒	Moderate Degree (At least 50% of goals were achieved.)
☐	Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

☐	Limited Degree (Fewer than 20% of activities were carried out.)
☐	Partial Degree (Fewer than 50% of activities were carried out.)
☒	Moderate Degree (At least 50% of activities were carried out.)
☐	Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

☐	Limited Degree (No identified subgroups improved achievement.)
☐	Partial Degree (Some of the identified subgroups improved achievement.)
☒	Moderate Degree (A majority of identified subgroups improved achievement.)
☐	Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

☐	Limited Degree (There was no increase in the level of Parent Engagement.)
☐	Partial Degree (There was a minor increase in the level of Parent Engagement.)
☒	Moderate Degree (There was modest increase in the level of Parent Engagement.)
☐	Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

☐	Limited Degree (Fewer than 20% of planned activities were funded.)
☐	Partial Degree (Fewer than 50% of planned activities were funded.)
☒	Moderate Degree (At least 50% of planned activities were funded.)
☐	Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

☐	Tenet 1: District Leadership and Capacity
☐	Tenet 2: School Leader Practices and Decisions
☐	Tenet 3: Curriculum Development and Support
☒	Tenet 4: Teacher Practices and Decisions
☐	Tenet 5: Student Social and Emotional Developmental Health
☐	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The staff has begun embracing building and grade level Professional Learning communities. The staff has implemented new rigorous curriculum.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

There has been adjustments to the expectations of current Professional Learning Community, there has been movement towards more data driven discussions.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

In the current plan, the student academic target will be focusing on building Tier III vocabulary, math fluency, problem solving strategies and improving performance on state assessments. All classroom teachers will infuse technology into their instruction as an ongoing support to meet the needs of all learners.

- List the identified needs in the school that will be targeted for improvement in this plan.

Based on the I-Ready data, Pennington will need to continue to improve student Math fluency and problem solving strategies. The Pennington staff will also need to focus on developing the students' ability to construct a written response including grade appropriate vocabulary and text based evidence.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

To respect and realize the aspirations our community has for its children, by providing excellence in education and creating opportunities for each and every child to reach his or her fullest potential as a responsible citizen and member of the global community. We will effectively address the needs of all learners as we continue to use formative and summative assessments to differentiate instruction. As we continue to fully implement CKLA and Common Core Modules student literacy will be enhanced and student performance will increase in all subject areas.

- List the student academic achievement targets for the identified subgroups in the current plan.

In the current plan, the student academic target will be focusing on building Tier III vocabulary, math fluency, problem solving strategies and improving performance on state assessments. Teachers will use RTI and IST meetings to discuss Tier I, II, and III strategies and implement them to meet the needs of all learners. Students will demonstrate growth on I-Ready, DIBLES, state, and local assessments.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

The Master Schedule for 2015-2016 has accommodated times for grades to meet more than once a week. Specialists will also be provided the opportunity to attend meetings as well. Teachers will concentrate on implementing Tier 1 interventions to reduce the need for pull-out services and to provide support within the classroom. Service providers will communicate with teachers on an ongoing basis to allow for articulation about student progress.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The development and implementation of learning centers for small group instruction and differentiation may be an obstacle. However this obstacle will be overcome through collaboration, professional development, inter-classroom visitations and regular PLC meetings. As a staff, we will develop a shared understanding of diversity through shared readings, PLC meetings, and faculty meetings. As a school, we will understand the role of collective responsibility in meeting the needs of our diverse learners.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Professional Development opportunities will be provided through MyLearning Plan as well as Curriculum Meetings. Teachers will be given an opportunity to visit other classrooms and observe protocols and small group instruction models. We will use staff resources and strategies shared during PLC meetings to support students' learning needs in and out of the classroom. Increased communication will allow for more targeted instruction and interventions for the student.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

The school leaders will implement methods of communication such as utilizing school website, email, staff meetings, morning & closing announcements, surveys, notices home, and PTA meetings to strengthen staff and community relationships.

- List all the ways in which the current plan will be made widely available to the public.

The current plan will be made public in a fall PTA meeting. The Title 1 Coordinator will define the plan and describe activities that are in place to enhance the school environment and provide service for struggling students.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

There will be many activities and discussions with parents. Parents will have opportunities through meetings with the teachers, monthly PTA meetings, Kindergarten Ice Cream Social (August) and Parent Involvement Day to ease the transition from the preschool program to the elementary program. All PTA and elementary activities such as Book Fairs, various assemblies and TV Turn Off Week incorporate the preschool children.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG (G)) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

[illegible]

[illegible]

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:		
B2. HEDI Rating Source:		Self-Review
B3. HEDI Rating Date:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		School leader and teachers analyze data and develop instructional plans that map out a clear and timely path for student progress and growth.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		100% of the teachers will collect data and post it in the classroom. Students will conference regarding their progress with the teacher and set goals for the quarter. As a result no less than 70% of all students, including SWD and ELL students, will show academic progress based on I-Ready assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		100% of the teachers will meet weekly in their PLCs to review and analyze student work in a round robin protocol. Instructional planning, accommodations and enrichment activities are the primary focus. Each week a different teacher presents work representing a targeted group.
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	25-Jun-16	Professional Learning Communities Weekly Meeting: Analyzing Student Work Protocol- Grade level teams as well as the grade below or above. Facilitators meet with Principal to update on PLC progress and activity. Presenters rotate as well as roles in the protocol.
1-Sep-15	25-Jun-16	Parent Teacher Conference: Living Data Walls- Results are reviewed by teacher, student and parent. Goals are set by student and revisited throughout the year.
1-Sep-05	25-Jun-16	Professional Development: Continue to support staff on researched-based strategies for comprehension of text using iReady data, baseline data, Thinking Maps and using PLC as RTI.
		Implementing District wide RTI services to support the needs of struggling students.

[illegible]

Tenet 5: Student Social and Emotional Developmental Health

[illegible]

Tenet 6: Family and Community Engagement

[illegible]