



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Mount Vernon City School District	Pennington School	Prek – 8 th

Collaboratively Developed By:

The Pennington School SCEP Development Team:

- Ms. Thrusha Henderson, Principal
- Mrs. Kathryn Weiss, Speech and Language Pathologist
- Ms. Bianca Gentile, School Counselor
- Mrs. Maryann Introcaso, Teaching Assistant
- Mrs. Narjis Raza, English as a New Language (ENL) Teacher
- Ms. Christina Shkreli, Teacher
- Mrs. Pamela Valdovinos, Parent Liaison
- Ms. Araceli Coyt, Parent
- Kaylani Santiago, Student
- Mrs. Friedman-Jackson-Special Education Teacher

And in partnership with the staff, students, and families of Pennington School.

Guidance for Teams

Template

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to creating and cultivating a nurturing and culturally inclusive learning environment by building relational capacity.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • Students shared in interviews that they would like to have open communication with teachers, daily check in, and breaks throughout the instructional day. • The team believes we need to continue to create and cultivate an environment of acceptance and affirmation. • Based on parent feedback, parents would like to see their cultures celebrated/recognized in the classroom. This will enable students to feel a sense of belonging and will support their individual identities in the classroom. • Students would like to increase building relationships with their peers and school staff.

Progress Targets

By the end of the year, we will look to the see the following occur: We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

Commitment 1

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023 - 2024 school year.	<ul style="list-style-type: none"> ▪ Survey for students: Increase by at least 20% (strongly agree) with the statement: "I can be myself at this school." ▪ Survey for Staff: Increase by at least 25% (strongly agree) with the statement: "I feel that my students are meeting grade level expectations" ▪ Survey for Family: Increase by at least 35% (strongly agree) with the statement: "I feel like I'm part of the school community." 	

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1. I feel the staff listens to my thoughts and opinions on matters both in and out of school. 2. I feel like I am a valued member of this school. 3. I feel that staff support me socially, emotionally, and academically. 4. I can be myself at this school. 5. My teachers want to hear about what I do when I'm not in school. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	

Commitment 1

Staff Survey	<ol style="list-style-type: none"> 1. Students come to school prepared and ready to learn. 2. The curriculum is preparing my students to meet grade level expectations. 3. I feel that my students are meeting grade level expectations. 4. Students in my school are treated with respect. 5. I feel valued in this school. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	
Family Survey	<ol style="list-style-type: none"> 1. I feel valued 2. My child's teachers and administrators communicate with me regularly. 3. I am able to communicate my child's academic and social emotional needs with my child's teachers. 4. My child is accepted in this school. 5. I feel like I'm part of the school community. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Survey (mixed with open-ended questions and multiple choice)	Constructive feedback that helps to inform our shared decision-making process. Decisions and adjustments will be made based on feedback received.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 1

Student Data	S.M.A.R.T Goals	Specific, measurable, attainable, realistic and timely goals based on student needs. Decisions and adjustments will be made based on their goals and if they have attained the goal within a specific time frame.	
Adult/Schoolwide Behaviors and Practices	Evidence of school-based practices: PBIS, character education themes, S.M.A.R.T goals and SEL.	Adult/schoolwide behaviors and practices must be shown through evidence.	
Student Behaviors and Practices	Student understanding of school-wide academic and behavioral expectations.	Incorporating the voice of the students for example classroom rules, procedures, routines, share ideas/interests and goals etc.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Climate survey	The climate survey will be given electronically to students, staff and parents. The survey will be translated to Spanish, Portuguese and Arabic to meet the language needs of our community.	Create the survey. On Microsoft forums. Schedule for administration of survey.

Commitment 1

<p>Social emotional learning (SEL)</p>	<p>SEL lessons and/or activities must be incorporated during the day in order to build SEL skills and deepen student teacher relationships. For elementary, it could take place during morning check-ins and/or in the afternoon such as immediately following lunch/recess. And for middle school it would be happening every class period.</p>	<p>Calendar of SEL activities Character education curriculum Monthly diversity themes Social Emotional Morning Meetings Morning meetings (SEL) Provide real world scenarios for students to make connections, engage in discussions and critical thinking. Projects or activities based on character education monthly themes</p>
<p>Improving engagement in (PBIS) Positive Behavior Intervention Strategies, PRIDE expectations</p>	<p>Teachers will be trained with the support of the PBIS coaches in modeling, implementing, and reinforcing character lessons to enhance relationship skills and increase positive interactions between students and staff. PRIDE expectations in the classroom, cafeteria, bus, field trips, recess/playground, and hallways.</p>	<p>Character curriculum, calendar of activities, Bulletin board dedicated to highlighted students from every class, referral forms for minor and major behaviors. Ticket system Teacher/staff buy in Training for teacher/staff and parents Events for teacher/staff and student buy in</p>
<p>Energizers for students</p>	<p>Students voiced during the interviews that they would like mental and physical breaks to continue throughout the school year because it helps them focus and enhance mental health awareness student/staff relationships. They would like energizers that promote building relational capacity.</p>	<p>Go Noodle Check-ins and breaks for students within classroom, such as a calming corner</p>
<p>Culture Project</p>	<p>Students voiced during the meeting that a cultural project is needed to promote diversity in the school. Students/class will select a country to focus on, conduct research and present to the school.</p>	<p>Research materials Art materials Cultural fair/assembly to represent various cultures and traditions of the school population and community which can include: guest speakers, students, staff and parents.</p>
<p>Lunch Bunch</p>	<p>Teachers will meet during lunch with a small group of students (rotate) to build and strengthen relationships.</p>	<p>Lunch Schedule</p>

Commitment 1

<p>1:1 conference with students</p>	<p>1:1 conference with students who are struggling to provide coping/support skills.</p>	<p>Student data Schedule Individuals Space One to one conferencing with their teacher during the day where student could openly discuss their concerns whether it be socially or academically</p>
<p>School Climate and Culture</p>		<p>-Adding flags of different cultures throughout building -Main words in building should be both in Spanish and English, I.e., Main Office, bathroom (girl's/boy's), Media, Gym, Art, Music, etc. -Welcome Packet- developed for all new students and staff which will include the following: a map of the school building, synopsis of the school history and environment, important contacts to know etc.</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing opportunities for students to engage in rigorous and meaningful learning that promotes academic growth.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • Students shared in interviews that consider their interests. It is imperative to incorporate their interests, backgrounds, culture, and learning styles when planning and preparing lessons, activities and/or projects. • When completing the Equity Self Reflection data and reviewing the “How Learning Happens” document, the team found that the curriculum needs to be cohesive and relevant for the students to be engaged in meaningful learning. • Based on parent feedback, parents would like to see more rigorous instruction with differentiation for students at all levels. • Due to the COVID pandemic and distance learning, we continue to experience students with gaps in their learning and understanding of skills, and content. This commitment will help to bridge the deficit in their understanding of the content and skills being taught.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 2

<p>End-Of-The-Year Goals</p>	<p>Quantitative and/or qualitative data</p>	<ul style="list-style-type: none"> ▪ By June 2024, the goal of Pennington School is to increase the overall number of ELA Tier 1 students (on or above grade level) in iReady (grades 2 – 8), DIBELS (grades K – 1) assessments from 50% to 55%. ▪ By June 2024, the goal of Pennington School is to increase the overall number of Math Tier 1 students (on or above grade level) in iReady (grades 2 – 8), DIBELS (grades k – 1) from 40% to 45%. ▪ Unique Learning assessments for students with disabilities in our Autism cohort ▪ With this data, we believe that we can improve our students' achievement by engaging all stakeholders to participate and support the learning process. The plan we've created will help us in ensuring that our students are engaging in rigorous and meaningful learning. An assessment will be given every 6-8 weeks covering the standards that were taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction and to monitor student growth. Information will be shared with parents and academic plans will be created based upon the individual needs of their child.
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Commitment 2

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	<ol style="list-style-type: none"> 1. I feel the staff listen to my thoughts and opinions on matters both in and out of school. 2. I feel like I am a valued member of this school. 3. I feel that staff support me socially, emotionally, and academically. 4. I can be myself at this school. 5. My teachers want to hear about what I do when I'm not in school. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	
Staff Survey	<ol style="list-style-type: none"> 1. Students come to school prepared and ready to learn. 2. The curriculum is preparing my students to meet grade level expectations. 3. I feel that my students are meeting grade level expectations. 4. Students in my school are treated with respect. 5. I feel valued in this school. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	
Family Survey	<ol style="list-style-type: none"> 1. I feel valued 2. My child's teachers and administrators communicate with me regularly. 3. I am able to communicate my child's academic and social emotional needs with my child's teachers. 4. My child is accepted in this school. 5. I feel like I'm part of the school community. 	<i>At least 50% of respondents will agree or strongly agree with the statements.</i>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Commitment 2

Mid-Year Benchmark(s)	Curriculum assessment data, state data, and district data	Increase in the percentage of student growth and progress. Meeting state and/or grade level expectations.	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Curriculum assessment data, state data, and district data and S.M.A.R.T goals	Increase in the percentage of student growth and progress. Meeting state and/or grade level expectations.	
Adult/Schoolwide Behaviors and Practices	Explaining the purpose and significance of assessments and meeting S.M.A.R.T goals.	Targeted instruction, differentiated instruction, test taking strategies, spiraling, redirection and reteaching strategies, one-to-one conferences with students and adjustments to RTI grouping based on data.	

Commitment 2

<p>Student Behaviors and Practices</p>	<p>Understanding the purpose and significance of assessments and</p>	<p>Increased progress with work and study habits, test taking strategies, reviewing their individualized goals</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Diagnostic Assessments</p>	<p>Students will be assessed 3 times a year at the beginning, middle and end of year to monitor growth and develop instructional groups.</p>	<p>Academic Intervention Services Academic Power Hour RTI Block PLC iReady DIBELS Unique Learning Imagine Learning NYSAA Progress monitoring for IEP goals</p>
<p>Implementation of ELA Structure for Instruction</p>	<p>Teachers will plan and implement an ELA instruction that includes standards, teacher led group, word work/vocabulary, reading comprehension and small group instruction. This literacy structure will build on skills and help promote student growth. Teachers will use the “I do/We do/You do” structure during mini lessons. Teachers will align curriculum during weekly grade level meetings.</p>	<p>Next Generation Learning Standards Assessment Calendar Journeys/Collections Iready DIBELS Waterford CKLA Imagine Learning</p>
<p>Increase emphasis on RTI.</p>	<p>RTI period will be embedded into the master schedule. Teachers will plan for different groups during the period. The building RTI team will meet monthly to discuss data and referrals. Teachers will submit referrals and documentation on time as necessary. Reading specialist will work with tier 3 students. Use</p>	<p>Schedule RTI Manual Reading Specialists/Academic Intervention Services RTI Team RTI Groups and schedules RTI lesson plans</p>

Commitment 2

	<p>student data and prior knowledge to foster critical thinking and taking risks.</p> <p>Use of interim assessments: An assessment will be given every 6-8 weeks covering the standards that were taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction.</p>	
Create and maintain parent partnerships.	Faculty will present informational workshops based on curriculum topics, technology support, social emotional and grade level expectations (partnering with the teachers and working together along the way). Staff-parents/guardians' relationships, get to know the families, sense of community .	Schedule Refreshments Teachers/ support staff to present Parent Liaison
Structured Vertical Team Collaboration	A representative from each grade level and subgroup will meet once a month to discuss school goals, instructional data, PD and turnkey the information to their colleagues.	Schedule Representative from each grade/subgroup SCEP Plan PD Plan Building level data
Levels of Thinking and Questioning, on or above level students	Grouping, differentiation, consistency with rigorous instruction especially for students who are on or above grade level (enrichment activities).	Student data Use of discussion and questioning prompts provided to students Webb's Depth of Knowledge (DOK) Levels of Questioning BLOOMS Taxonomy Revised

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals			

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>

Commitment 3

Student Survey			
Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals			

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete</i>

Commitment 4

			<i>once Spring survey results are available)</i>
Student Survey			
Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data			
Adult/Schoolwide Behaviors and Practices			

Commitment 4

Student Behaviors and Practices			
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

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

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Ms. Thrusha Henderson	Principal
Mrs. Kathryn Weiss	Speech and Language Pathologist
Ms. Bianca Gentile	School Counselor
Mrs. Maryann Introcaso	Teaching Assistant
Mrs. Narjis Raza	English as a New Language (ENL) Teacher
Mrs. Pamela Valdovinos	Parent Liaison
Kaylani Santiago	Student
Mrs. Friedman-Jackson	Special Education Teacher
Ms. Araceli Coyt	Parent
Ms. Christina Shkreli	Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
06/09/23	X	X		X	X	X	X
06/14/23	X	X		X	X		X
06/20/23			X			X	X

Learning As A Team

Directions

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

Student Interviews

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

Our scholars are honest and forthright about our school community, staff, and climate of the school. Overall, our scholars have a desire to see more cultural and diverse events, opportunities to express their creativity, and individuality. They expressed they have enjoyed the events, and various initiatives to strengthen our climate and culture but they want us to go to the next level of incorporating events like science fairs, STEAM fairs, talent shows, plays, mentoring programs, visuals of students' cultures and heritage, and much more. Therefore, our team has committed to incorporating their recommendations because their voice is valuable.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.