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EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Mount Vernon CSD	Benjamin Turner Academy	K-8

Collaboratively Developed By:
The Benjamin Turner Academy SCEP Development Team
Doris Dapaah
Melissa Sansotta
Josephine Kirkland Hudson
Nadine Jefferson
Doreen Furlong
Terri Roberson
Michael Allen
And in partnership with the staff, students, and families of Benjamin Turner 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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
   - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) *(optional for re-identified schools)*
   - [Activity 2: Analyze: Internal and External Data](#)
   - [Activity 3: Analyze: Survey Data](#)
   - [Activity 4: Listen: Student Interviews](#)
   - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

2. Re-identified Schools:
   - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to* _____.

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB).** The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed a rubric that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention 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 intervention, 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 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

COMMITMENT 1
Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to focusing on achieving excellence through high standards and a rigorous curriculum.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	• The vision of Benjamin Turner Academy is to evolve into a data-driven professional community for all grade levels, dedicated to maintaining high expectations. We strive to deliver a rigorous curriculum that aligns seamlessly with The Next Generation Learning Standards. • We have chosen this commitment based on the vision of Benjamin Turner Academy and the informal feedback from our teachers, students and parents. • This commitment will prepare our students to thrive as global learners by equipping them with strategies for success in their future endeavors and fostering a lifelong love for learning.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Progress reports and report cards review	☐ NEW ☐ EXPAND ☐ REFINE	Teachers will analyze student performance data more comprehensively to identify trends and areas of improvement in teams. Engaging students in self-assessment and goal setting to promote ownership of their learning.
District Walkthrough Data	☐ NEW ☐ EXPAND ☐ REFINE	Offering targeted professional development based on walkthrough data insights to support teachers in areas needing improvement. Establishing a structured process for analyzing walkthrough data regularly and providing timely feedback to educators.

School administration Walkthrough Data	☐ NEW ☐ EXPAND ☐ <mark>REFINE</mark>	Provide training to teachers and TAs on how to conduct peer observations. Involve teachers and TAs to gather input on what additional observational points would be valuable. Clearly outline the goals of walkthroughs. What are the administrators looking to capture.
Formative, informal, and summative assessment data reviewed	NEW EXPAND <mark>REFINE</mark>	Regularly review assessment practices and results among the teams, to identify areas of improvement. Seek feedback from students and colleagues to refine assessment strategies.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers will identify targeted students. Teachers will submit an intervention plan for each student at the first 1:1 conference with the student.	☐ by EPM ☐ <mark>by MYB</mark>
Teachers will assess, regroup, and monitor student progress every 6-8 weeks (about 2 months).	☐ by EPM ☐ <mark>by MYB</mark>
Targeted students including ELLs and SWDs will be placed in differentiated groups in class and receive additional support in push in and afterschool special programming.	☐ by EPM ☐ <mark>by MYB</mark>
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers, guidance counselor, a space for meetings and a time for all stakeholders of students to meet. Assessment Calendar One-on-one conferencing with building administration or district standards administration. Professional development centered around small group instruction and progress monitoring.

KEY STRATEGY 2	
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Once the information has been presented to the stakeholders, we will look at the data presented.	☐ by EPM ☐ <mark>by MYB</mark>
PDs will be provided based on stakeholder needs.	☐ by EPM ☐ <mark>by MYB</mark>
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers, TAs and district administrators.

KEY STRATEGY 3		
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Frequent class visitations followed by feedback.		☐ by EPM ☐ by MYB
One-on-one conferencing with building administration after classroom visits.		☐ by EPM ☐ by MYB
The school leader will continue to implement a schedule that includes at least one to two hours per day visiting classrooms, grade-level PLCs, and vertical team meetings to provide ongoing support and feedback to teachers.		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional development centered around small group instruction and progress monitoring.		

KEY STRATEGY 4		
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Administrators and district leaders will make sure that the formative assessments align clearly with the standards.		☐ by EPM ☐ by MYB
Data from the assessments will be reviewed by team members. Insight into the student's strengths and areas of improvement will be discussed.		☐ by EPM ☐ by MYB
Teachers will regularly review assessment practices and results to identify areas of improvement.		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
i-Ready scores, data from assessments. Assessment calendar.		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)	
1	**I-Ready**	• 10% increase in I-Ready scores for both math and reading. (Growth Monitoring Assessment)		
2	Observations completed by the district administrators.	• 70% will demonstrate teachers incorporating learned strategies. • The data should reflect how well teaching practices align with the curriculum standards and learning objectives.		
3	Observations by school administrators and peers.	• Students are engaged. • Teachers are providing feedback to students. • Teacher maintains discipline. • Teachers create a safe learning environment. • Teachers differentiate instruction.		
4	Scores on assessments	• Increase in common assessment scores. • Assessments should reveal the overall learning environment, including factors like classroom organization, student interaction and use of instructional materials.		

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	District and building administration walkthrough and observation data Student MOY iReady Common assessments Teacher feedback	Observations and walkthroughs are 50% completed with staff implementing the district curriculum. An increase in iready data for both math and ELA.	
End-of-the Year Targets	Observation data Progress reports Report cards District walkthrough data School administration Walkthrough data Formative and summative assessments Student work and iready data	100% of walkthrough and observation data will show that teachers are implementing the district outlined curriculum while utilizing focus strategies. The school leadership team will monitor student achievement data (formative and summative assessments).	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	**2023-24 data if available** (e.g., % agree or strongly agree)	**Desired response** (e.g., % agree or strongly agree)	**What we ended up seeing** (complete once Spring survey results are available)
Student Survey	1. How challenging do you find the coursework in science, ELA, etc? 2. In your opinion, how well does the curriculum prepare you for future academic challenges? 3. Do you feel the assignments and projects require you to think critically and solve complex problems? 4. How often do you feel encouraged to take academic risks and try		75% of the students agree that the assignments are rigorous and prepare them for future endeavors.	

	new approaches to learning? 5. How would rate the support you receive from teachers while tackling difficult concepts or assignments?			
Staff Survey	1. Do you believe there are adequate resources and materials available to effectively deliver the curriculum at our school? 2. How often do you feel that the curriculum challenges students to explore topics in greater depth and complexity? 3. In your experience, how well does the curriculum support differentiated instruction to meet the needs of diverse learners? 4. In your opinion, does the current curriculum effectively prepare students for future academic or life challenges? 5. How satisfied are you with the alignment of curriculum with state standards?		More than 90% of the teaching staff agree that the curriculum is rigorous.	
Family Survey	1. How would you rate the communication from the school regarding the curriculum and your child's progress? 2. How often do you feel that the curriculum challenges your child to explore topics in deeper depth and complexity?		75% of the parents agree that the assignments and curriculum are rigorous and prepare them for future endeavors.	

	3. How satisfied are you with the variety of subjects and academic offerings available to your child? 4. In your opinion, does the current curriculum prepare students for future academic and life challenges? 5. Overall, how satisfied are you with the impact of the curriculum on your child's engagement and learning outcome?			

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to a welcoming, inclusive, and equitable school environment at Benjamin Turner Academy.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *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?*	At Benjamin Turner Academy, we believe a student's social emotional well-being is paramount for a safe and effective learning environment. Our commitment aligns with the Acting Superintendent's vision of 'getting back to the basics and making education fun," and the Action Goal: Holistic Student Wellness & Success: The MVCSD will develop and implement by the opening of the 2024-2025 school year, a comprehensive plan to support the social/emotional needs of all students. This commitment is also important due to the following: Compliance with NYSED and ESSA Plan for implementation of Social Emotional Competencies and mental health supports for all students and adults. Implemented school programs will include Multi-tiered Systems of Supports and Response to Intervention (MTSS/RTI), Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), No Place for Hate (NPFH) and the Dignity for All Students Act (DASA). This will include anti-bullying education, targeted intervention groups for conflict resolution, peer support, restorative justice, and after-school enrichment programs. Our school teams will meet regularly to analyze behavioral data to generate patterns and trends that can be used to develop action plans to improve Tier I, II and III supports. By June 2025, 100% of adults and students will continue to support activities that promote acceptance, tolerance, allyship, diversity, equity and inclusion.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Health & Safety Team Meetings	☐ NEW ☐ EXPAND ☐ REFINE	Bus safety procedures and protocols need to be reviewed and refined to ensure proper safety for children.

		Parent drop-off & pick-up procedures need to be reviewed and refined to ensure proper safety for children. Health & Safety team to be representative of all stakeholders and continue to meet regularly as a team and quarterly with building staff to provide safety drill procedures/reports, emergency drill procedures, and bus drill procedures to be in compliance with district-wide emergency safety plan and building-level emergency response plan.
Social Emotional Learning	☐ NEW ☐ EXPAND ☐ REFINE	SEL classroom lessons must be conducted weekly by school counselors and monitored by administration to identify students needing additional levels of support and intervention.
Bully Prevention Initiatives (i.e. No Place for Hate (NPFH), Positive Behavioral Interventions & Supports (PBIS) and Dignity for All Students Act (DASA)	NEW ☐ EXPAND ☐ REFINE	NPFH/DASA team to be representative of all stakeholders and continue to meet regularly to action plan, track progress and coordinate school-wide activities to ensure a positive school climate which promotes bully prevention, inclusivity, diversity, social justice, and allyship for the school community. The school leaders and PBIS team must ensure PBIS Tier I is implemented with fidelity to reinforce a positive school climate where all stakeholders (i.e. students, staff, families, school community) are following the same set of behavioral expectations and code of conduct. Based on a school survey given to students, 28% of the participants feel that the school promotes inclusiveness and acceptance; 72% of the participants feel indifferent/ or disagree; 40.5% of staff feel that the school promotes equity and inclusiveness.

Commitment 2

Orientation and Transition Plan	NEW EXPAND **REFINE**	The school leaders and counselor will collaborate to ensure classroom lessons about career development are conducted for all grade levels. The school support staff will collaborate with school leaders to identify and provide support for students experiencing school avoidance and mental health issues. Family workshops will be offered for orientation and transition plans.

Implementation

KEY STRATEGY 1

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The health and safety team will meet regularly and review safety drill procedures, emergency drill procedures and bus procedures.	☐ by EPM ☐ by MYB
The health and safety team and/or representative will keep the faculty informed regularly on safety policies and procedures at faculty and/or curriculum meetings.	☐ by EPM ☐ by MYB
The school leaders will meet with school bus monitors to identify areas in need of improvement to ensure safe morning arrival and afternoon dismissal for students who ride the bus.	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Quarterly meetings will be held, minutes will be kept and shared with all staff.
The teams will consist of representatives of the various grade levels, staff, parents and community members (i.e., MV fire department, MV police department, PTA, Bus Company).
Data will be shared with staff at faculty and/or curriculum meetings, emails, and announcements

KEY STRATEGY 2

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
The leadership team will implement the five components of Social Emotional Learning/CASEL within the school community.	☐ by EPM ☐ by MYB
The school support team will provide targeted student interventions and student support groups for students identified as needing more social/emotional support.	☐ by EPM ☐ by MYB
The leadership team will provide SEL professional development during faculty or curriculum meetings.	☐ by EPM ☐ by MYB
SEL classroom presentations will be conducted by the counselor. Teachers will incorporate SEL strategies into their morning classroom routine.	☐ by EPM ☐ by MYB
SEL Family Engagement workshops will be held throughout the year.	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

| The school leaders will conduct administrator walkthroughs, gather SEL data, and school climate surveys (student, staff, and family feedback). |
| The school leaders will monitor hot spots areas (cafeteria, recess, hallways), community referrals, DASA referrals, suspension data, office discipline referrals, and attendance. |
| Collaboration will all stakeholders (school leaders, teachers, staff, parents, PTA and community members). |

KEY STRATEGY 3

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
The school leaders will meet with various teams (PBIS, NPFH, DASA, Student Government) to assess the impact on student outcomes.	☐ by EPM ☐ by MYB
The school leaders in collaboration with the support staff, PBIS team, NPFH team, MTSS/RTI team and DASA team will conduct assemblies, family & community engagement workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes.	☐ by EPM ☐ by MYB
School leaders will ensure teams coordinate activities that are aligned with the yearlong calendar of events (i.e. diversity committee, social/events committee, cultural awareness committee)	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

| NPFH Team, PBIS Team, MTSS Committee, activities, school-wide celebrations, quarterly family workshops and PTA sponsored events. |
| PBIS assemblies; weekly and monthly PBIS acknowledgements, PBIS Store, PTA fundraisers |
| Anti-Defamation League (ADL) professional development opportunities |

KEY STRATEGY 4   Orientation and Transition Plan

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
The school support staff will provide outreach to welcome new/returning students and families to allow for a welcoming and smooth transition.	☐ by EPM ☐ by MYB
The school support staff will conduct family workshops and student check-ins related to students (new and returning) transitioning back to learning from summer break.	☐ by EPM ☐ by MYB
The school counselors will conduct student and family meetings regarding grade-level transitions.	☐ by EPM ☐ by MYB
The school leadership team will provide informational resources to equip students and families with strategies/recommendations to ease the transition process.	☐ by EPM ☐ by MYB
The school support staff will create transitional plans with strategies for intervention and reintegration to address students struggling with school avoidance.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

PBIS Tier II check in Check out utilizing support staff (attendance team, psychologists, social workers, speech providers)
Newcomers' groups with school counselors
School leaders will conduct a family orientation during the summer for a smooth transition to school opening. Newsletters, Visit/tour of Benjamin Turner Academy
Family and student workshops throughout the year.

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
1	**Student Data:** reflected in the qualitative data and/or descriptions of where we strive to be at the end of the 2024-25 school year.	Data for MTSS/RTI and DASA will decrease from September 2024 to June 2025. Results from the No Place for Hate team survey will be implemented for September 2024 to June 2025. Data for PBIS Tier I school-wide expectations will reflect an increase in positive student behavior expectations September 2024 to June 2025. Data from PBIS Tier II and III referrals will decrease from September 2024 to June 2025.	

2	**Adult/School-wide Behaviors and Practices:** reflected in the quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024-25 school year.	SEL workshops and diversity/cultural professional development will increase from September 2024 to June 2025. Data for MTSS/RTI, PBIS, DASA and discipline office referrals will decrease from September 2024 to June 2025. Results from the No Place for Hate team survey will be implemented from September 2024 to June 2025. Staff modeling of positive behaviors and recognized for participation in MTSS/RTI, PBIS Tier I, II, III, and NPFH will increase from September 2024 to June 2025. Staff and family participation and collaboration with PTA and SEPTA will increase from September 2024 to June 2025. Staff and family communication will continue to improve (i.e., in-school announcements, calendar, newsletters, robocalls, flyers, letters/correspondence) from September 2024 to June 2025. Staff, family & community engagement participation in school-wide activities/district events and workshops will increase from September 2024 to June 2025.	
3	**Student Behaviors and Practices:** reflected in the quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024-25 school year.	Participation in school-wide and district activities that include understanding of diverse groups will increase from September 2024 to June 2025 (i.e., autism cohort). Students being recognized for participation in school-wide programs/activities and district events (i.e., Student Advisory Council, PBIS, and NPFH) will increase from September 2024 to June 2025. Suspensions, discipline office referrals DASA referrals and chronic absenteeism will continue to decrease from September 2024 to June 20205.	
4			

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	The leadership team will determine adequate progress towards achieving school goals by: 1) mid-year review of student referral and suspension data, 2) ensuring teachers have an understanding of what differentiation looks like, 3) ensuring all teachers are familiar with SEL, PBIS, NPFH, and DASA procedures.	A 5% decrease in office discipline referrals by January 2025. All teachers will have implemented the goals to ensure struggling learners receive the interventions they need.	

End-of-the Year Targets	The school leader in collaboration with the PBIS team will review the 2023-2024 data including MTSS/RTI referrals, behavior incidents, office discipline referrals, suspensions, DASA referrals, and/or promotion/ retention lists to identify students who may need additional academic and/or social/emotional support for the 2024-2025 school year. Identified students will be referred to the appropriate team for follow-up intervention and support (i.e., MTSS/RTI team, team, PBIS Team, check-in/check-out, social skills instructional groups, targeted intervention groups, DASA team, NPFH team, clinical support staff, In-school counseling, parent liaison, community resources). Greater effort is needed by the school leadership team to ensure	Our hope is by June 2025, the school leader and stakeholders will expand bullying prevention activities, diversity and cultural awareness to promote a safe learning environment. The social/emotional health of students will be evidenced by a 10% decrease in student suspension, office referrals, and an increase in student engagement in classroom discussions, peer/teacher relationships, and school-wide student-led activities (i.e., student advisory council, NPFH).	

Commitment 2

	these activities are sustained throughout the second half of the school year.		

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Do you feel like you are a part of a school community?	52.3% yes 32.6% not sure 10.5% Not really 4.7% No	90% will agree or strongly agree	
Staff Survey	How well does your school address issues related to equity and diversity?	41.9% extremely well 53.5% well enough	90% extremely well	
Family Survey	How would you rate the diversity and inclusivity of the school?	41.7% strongly agree 33.3% agree 20.8% Neutral 4.2% disagree	90% strongly agree	

COMMITMENT 3
(this section can be deleted if there is no third Commitment)

Our Commitment

What is one Commitment we will promote for 2024-25?	We want to continue to make BTA a place where parents feel welcomed and are willing to engage with our school community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	This commitment is important because it helps to establish a strong home-school connection with our students. When that connection is established, both parents and children can feel as though the school community is on the same page and on their side, and as a result, parents are more trusting of their school community to nurture and cultivate their children for academic and social-emotional success. This commitment is also important because both BTA and our parents are crucial parts of the Mount Vernon community, and when these two elements come together and interact, it can help strengthen those community bonds.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Parent-Inclusive ELA/Math nights	☐ NEW ☐ EXPAND ☐ REFINE	For the upcoming school year, we want to have more integration with parents and students during the ELA/Math nights. This could include more interactive games where both parties are involved together (i.e, reading and solving problems together), as well as a wider variety of literacy opportunities for both parents and students.
Parent Involvement Day	☐ NEW ☐ EXPAND ☐ REFINE	Parents this year should be able to stay longer in classes and observe what their students are doing on a typical

		day. Provide more opportunities for teachers and parents to communicate.
Parent-focused events and get togethers	☐ NEW ☐ EXPAND ☐ REFINE	Because this is a new strategy, this will provide more opportunity for parents to get involved with the school community themselves, so that they can feel a more personal connection to the school. Parents are likely to get more involved when they feel that personal connection to their child's school.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

KEY STRATEGY 1

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Ensure that there is plenty of advertisement (flyers, phone messages, etc.) for these upcoming events. Teachers and staff can send home announcements with their children about the upcoming events. Parents should know what activities, events, food and drink, etc. will be on location so they know exactly what to expect in detail.	☐ by EPM ☐ by MYB
Ensure that a wide variety of activities (around 10-12) are in place for both students and parents. This would most likely necessitate the use of multiple rooms (library, cafeteria, etc.) for activities. Ensure that enough staff is present to cover each of the activities. Ensure that prizes are in place for each winning student/parent.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money for supplies/games/food/drink, staff present for the implementation of games, cafeteria, library, and possible classroom space if necessary.

KEY STRATEGY 2

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Provide advanced notice about the parent involvement day through flyers, phone messages, emails, etc. If possible provide photos/videos from previous years to show parents what to expect.	☐ by EPM ☐ by MYB
Ensure that on arrival, parents are greeted by staff members who will help show them around.	☐ by EPM ☐ by MYB

Ensure that parents who come are given something to eat/drink.	☐ by EPM ☐ by MYB
Provide parents with printed copies of student schedules with classrooms and teacher names.	☐ by EPM ☐ by MYB
Make sure staff is on hand to assist parents who are unable to find classrooms.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Staff, food, drink, schedules, goody bags

KEY STRATEGY 3

IMPLEMENTATION
What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Send out emails, flyers, phone messages informing parents of the new opportunities for them throughout the school year.	☐ by EPM ☐ by MYB
Be sure to inform parents of the frequency and regularity of these events, so that they can schedule them as part of their routine.	☐ by EPM ☐ by MYB
Provide examples and ideas of what parents can expect at these parent events.	☐ by EPM ☐ by MYB
If there are any guest speakers/special activities, ensure to provide a detailed description and expectation of what that will be like.	☐ by EPM ☐ by MYB
Ensure that there is ample food and drink upon arrival.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Food, drink, space, money, staff, guest speakers, guest leaders.

KEY STRATEGY 4

IMPLEMENTATION
What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

We will need appropriate literature and texts for student and parent reading levels.	☐ by EPM ☐ by MYB
We will most likely need to bring in staff to help with the facilitation of the literacy activities.	☐ by EPM ☐ by MYB
Provide positive feedback and encouragement for both parents and students.	☐ by EPM ☐ by MYB
Introduce key reading and literacy strategies to focus on during the activities.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Training, Staff, Leveled Reading books, space (library).

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
1	Schoolwide data from school leaders, PBIS teams.	We hope to see signs for improvement in parent engagement with our school community.	
2	Schoolwide data from school leaders and PBIS teams.	We hope to see growth in parent engagement and satisfaction with this event.	
3	Parent surveys and feedback	We hope to see positive signs from parents for the implementation of these ideas.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	Attendance and participation data	Increased parent attendance (10%), participation, and satisfaction with all implemented events.	
End-of-the Year Targets	Attendance participation and data	Majority positive responses on parent feedback forms and surveys, increased participation.	

Spring Survey Targets

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

Commitment 3

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey				
Staff Survey				
Family Survey				

COMMITMENT 4
(this section can be deleted if there is no fourth Commitment)

Our Commitment

What is one Commitment we will promote for 2024-25?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

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Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 3	

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

	☐ by EPM
	☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)			
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey				
Staff Survey				
Family Survey				

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA)and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: *expanding stakeholder voice*, *providing opportunities to practice democracy*, and *promoting civic engagement*.

The available options are described in more detail in the guidebooks available on the NYSED Civic Empowerment Projects website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

 Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	3/5	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16

Our Team's Process

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

| |
| |

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

| |
| |

Next Steps

Sharing the Plan

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 compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP Rubric and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to Pre-SCEP Team Meeting Planning Session 5 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets NYSED's minimum expectations. Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.