



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mount Vernon City School District	Denzel Washington School of the Arts	6-12

Collaboratively Developed By:

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*And in partnership with the staff, students, and families of
Denzel Washington School of the Arts.*

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 I

Our Commitment (Expand)

<p>What is one Commitment we will promote for 2024-25?</p>	<p>DWSA is committed to academic advancement by using the Pre-AP curriculum across all core subject areas.</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> 	<p>This commitment is aligned with the school's mission and vision. The curriculum will promote rigor, critical thinking, and improved decision-making for students beyond high school. Part of this is promoting student achievement, beginning in middle school, and encouraging student participation in advanced placement classes. Mere exposure to more rigorous coursework has been shown to raise students' self-efficacy and ownership.</p> <p>Regarding our AP courses specifically math, (Schuh, et. al., 2023) state that students who engage in mathematical tasks early in their educational career are more likely to complete the mathematical progression which leads to advanced subjects such as Calculus.</p> <p>References Schuh, K. L., Meiners, A. J., Ferguson, C., Hageman, K., George, S., Cox, M., Zou, Y., & Lin, C. (2023). Junior high school students' self-confidence during transition to above-grade-level mathematics courses. <i>The Journal of Educational Research</i>, 116(2), 61-76. https://doi.org/10.1080/00220671.2023.2186338</p>

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	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?
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Commitment 1

	EXISTING EFFORTS?	<i>Consider both data trends observed and student interview responses.</i> <i>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.</i>
Implement Pre-AP curriculum in English 1 & 2 and Global Studies 1	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	All Global and English teachers will implement Pre-AP Curriculum starting marking period 1.
Provide PD on the Implementation of Pre-AP in English 1& 2 and Global Studies 1	<ul style="list-style-type: none"> • New – to 9th and 10th grade • EXPANING – existing program for 11th and 12th 	Training will be offered during our PD Days, PLC’s and department meetings.
Teachers will develop and implement AP Common Assessments for units and Benchmarks	EXPAND	During PLC’s, teachers will develop and examine data from common assessments provided by the Pre-AP curriculum.

Implementation

KEY STRATEGY 1	Implement Pre-AP curriculum in English 1 & 2 and Global Studies 1
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers were given the curriculums at the end of the last year and the online modules for teacher training to review over the summer. During the initial back-to-school period, teachers will meet with the department administrator to review their unit and	<input type="checkbox"/> by EPM <input type="checkbox"/>

Commitment 1

<p>lesson plans for the first unit in the AP sequence. In sharing their lesson plans and during instructional walk throughs, teachers will use the enduring understandings, essential knowledge, and learning objectives provided. Administrators will look for these based on the time of their walk-throughs and observations throughout the year.</p>	
<p>In individual coaching meetings and PLCs, teachers will share lesson and unit plans for feedback, examine student performance data, determine adherence to curriculum, implementation fidelity, and make projections for summative assessment performance.</p>	<input type="checkbox"/> by MYB
<p>During individual coaching meetings and PLCs, teachers will unpack model lessons provided by the AP to ensure alignment with best practices and a shared understanding of the expectations for providing rigorous instruction.</p>	<input type="checkbox"/> by MYB
<p>As a school we make the following PROGRAM COMMITMENTS -</p> <ul style="list-style-type: none"> • Teachers have read the most recent Pre-AP Course Guide. • The school ensures that Pre-AP frameworks and assessments serve as the foundation for all sections of the course at school. This means that the school must not establish any barriers (e.g., test scores, grades in prior coursework, teacher, or counselor recommendation) to student access and participation in Pre-AP coursework. • Teachers administer at least one of two learning checkpoints per unit on Pre-AP Classroom and one performance task per unit. • Teachers complete the foundational professional learning (Online Foundational Modules) and at least one online performance task scoring module. • The current Pre-AP coordinator completes the Pre-AP Coordinator Online Module. • Teachers align instruction to the Pre-AP High School Course Framework and ensure their course meets the curricular commitments summarized below. • The school ensures that the resource commitments summarized below are met. 	<input type="checkbox"/> by EPM <input type="checkbox"/>
<p>As a school we make the following CURRICULAR COMMITMENTS -</p> <ul style="list-style-type: none"> • The course provides opportunities for students to develop understanding of the Pre-AP knowledge and skills articulated in the course framework through the four units of study. • The course provides opportunities for students to engage in the Pre-AP shared instructional principles. <ul style="list-style-type: none"> ○ close observation and analysis ○ evidence-based writing ○ higher-order questioning ○ academic conversation • The course provides opportunities for students to engage in the three Pre-AP areas of focus. The areas of focus are: <ul style="list-style-type: none"> ○ reading closely ○ valuing evidence ○ noticing language • The instructional plan for the course includes opportunities for students to continue to practice and develop disciplinary skills. 	<input type="checkbox"/> by EPM

Commitment 1

<ul style="list-style-type: none"> The instructional plan reflects time and instructional methods for engaging students in reflection and feedback based on their progress. The instructional plan reflects making responsive adjustments to instruction based on student performance. 	
<p>As a school we make the following RESOURCE REQUIREMENTS commitments -</p> <ul style="list-style-type: none"> The school ensures that participating teachers and students are provided computer and internet access. Teachers should have consistent access to a video projector for sharing web-based instructional content and short web videos. The school ensures that students have access to a range of in-class and independent reading materials. 	by EPM

RESOURCES

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

<https://pre-ap.collegeboard.org/media/docx/pre-ap-english-1-instructional-planning-guide-teacher-sample.docx>

<https://pre-ap.collegeboard.org/media/docx/pre-ap-english-1-instructional-planning-guide-template.docx>

https://pre-ap.collegeboard.org/media/pdf/ENG1_Unit1_LC_SampleItems_2020.pdf

<https://pre-ap.collegeboard.org/media/pdf/pre-ap-english-1-course-guide.pdf>

<http://quill.org/preap>

<http://thenewbookpress.com/Collegeboard/>

KEY STRATEGY 2	Provide PD on the Implementation of Pre-AP in English 1& 2 and Global Studies 1
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
<p>Pre-AP Professional Learning</p> <p>As part of the program commitments, Pre-AP teachers agree to engage in two professional learning opportunities:</p> <p>1. The first commitment is designed to help prepare teachers to teach their specific course.</p> <ul style="list-style-type: none"> Online Foundational Modules are available to all teachers of Pre-AP courses. In their 12- to 20-hour asynchronous course, teachers explore course materials and experience model lessons from the student’s point of view. They also begin building their Pre-AP course plan. 	<input type="checkbox"/> by EPM
2. The second professional learning opportunity helps teachers prepare for the performance tasks. As part of this commitment, teachers agree to complete at least	<input type="checkbox"/> by EPM

Commitment 1

<p>one online performance task scoring module. Online scoring modules offer guidance and practice applying scoring guidelines and examining student work. Teachers will complete this work guided by the department administrator in their school's professional learning communities.</p>	<input type="checkbox"/>
<p>3. Teachers will share units during PLCs and department meetings to gather feedback from their peers and revise instruction and assessments according to student data. This will be done using student work protocols to guide examination.</p>	<input type="checkbox"/> by MYB
<p>RESOURCES</p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>https://rise.articulate.com/share/WhsiA-7rmxVX9NKJPOCIDXZuLVCvIBWU#/lessons/buya9l0FI8CM-2iDRLpaXx53lobp6QoJ</p>	
<p>https://pre-ap.collegeboard.org/professional-learning/online-foundational-modules/scoring-for-new-teachers</p>	

<p>KEY STRATEGY 3</p>	<p>Teachers will develop and implement AP Common Assessments for units and Benchmarks</p>	
<p>IMPLEMENTATION</p> <p>What is our plan for implementing Key Strategy 3? What steps are involved?</p>		<p>When will this be in place?</p>
<p>Teachers will implement the following Assessments for Learning Each unit contains:</p> <ul style="list-style-type: none"> • In-lesson formatives: short writing tasks in which students demonstrate understanding of a text or concept discussed in class (scored by teachers). • 2 learning checkpoints: short online assessments in which students apply learning to texts not studied in class (automated scoring and reporting). • 1 performance task: a written response to a text not studied in class (scored by teachers, with provided scoring guidelines). <p>A final exam is provided as a summative assessment that lets students demonstrate their success with the course framework's learning objectives.</p>		<input type="checkbox"/> by MYB
<p>Teachers will meet in AP specific PLCs to share the formative and summative assessment data to identify which key concepts need to be retaught before the final exam. Writing data will be shared with other teachers via articulation meetings to inform instruction and unit design for coming years.</p>		<input type="checkbox"/> by MYB

RESOURCES

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

<https://pre-ap.collegeboard.org/media/pdf/English-1-Teacher-Resources.pdf>

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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Implement Pre-AP curriculum in English 1 & 2 and Global Studies 1	Unit and lesson plan documents Walk through observations PLC minutes and Dept Mtg Protocol artifacts	Evidence of collegial feedback, examination of student performance data, adherence to curriculum, implementation fidelity, and projections for summative assessment performance.	
Provide PD on the Implementation of Pre-AP in English 1 & 2 and Global Studies 1	Teacher provided completion certificates for online training modules Lesson and Unit planning feedback.	Evidence of program and curricular commitments in lessons, units and instructions. Changes to instructional strategies based on formative assessment data and professional learning.	

Commitment 1

<p>Teachers will develop and implement AP Common Assessments for units and Benchmarks</p>	<p>Development of</p> <ul style="list-style-type: none"> • In-lesson formatives: short writing tasks in which students demonstrate understanding of a text or concept discussed in class (scored by teachers). • 2 learning checkpoints: short online assessments in which students apply learning to texts not studied in class (automated scoring and reporting). • 1 performance task: a written response to a text not studied in class (scored by teachers, with provided scoring guidelines). <p>Minutes from Data examination PLC Meetings</p> <p>Data Profile Common Assessment input</p>	<p>Performance data on -</p> <p><i>Shared Principles</i></p> <ul style="list-style-type: none"> • close observation and analysis • higher-order questioning • evidence-based writing • academic conversation <p><i>Areas of Focus</i></p> <ul style="list-style-type: none"> • reading closely • valuing evidence • noticing language choices <p>ASSESS AND REFLECT</p> <p>The performance task provides a culminating reading and writing experience, so it should be administered near the end of the unit.</p> <p>Additional opportunities for formative assessment are also provided throughout the model lessons.</p>	
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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.

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 when reviewing mid-year data</i>)
<p>Mid-Year Benchmark(s)</p>	<p>Midterm performance data</p>	<p>We hope to see where students are performing on the essential elements of the framework and the mid-year point. The midterm is designed to be delivered on a secure digital platform in a classroom setting. This will prepare students taking APs (Advanced Placement) in the future for the digital exams. Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints, so students are continuously exposed to both the format, length, and structure of these exams.</p>	

Commitment 1

<p>End-of-the Year Targets</p>	<p>Final Exam</p>	<p>We hope to see an increase in students' success in learning and applying the knowledge and skills articulated in the Pre-AP High School Course Frameworks. The final exam is designed to be delivered on a secure digital platform in a classroom setting. This will prepare students taking APs in the future for the digital exams. Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints; thus, in addition to their formative purpose, the learning checkpoints provide practice and familiarity with the final exam. The open-response questions, modeled after the performance tasks, will model the written components of the exams.</p>	
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Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available (e.g., % agree or strongly agree)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing (complete once Spring survey results are available)</p>
<p>Student Survey</p>	<p>Does the rigor of instruction match the class expectation</p>	<p>N/A</p>	<p>25% - Strongly Agree 30% - Agree</p>	

Commitment 1

	and prepare you for the next steps?			
Staff Survey	Do you feel you are supported in implementing the AP Curriculum?	N/A	25% - Strongly Agree 30% - Agree	
Family Survey	Do you feel your scholar is supported in for success while taking the new Pre-AP Curriculum?	N/A	25% - Strongly Agree 30% - Agree	

COMMITMENT 2

Our Commitment (Refine)

<p>What is one Commitment we will promote for 2024-25?</p>	<p>DWSA is committed to refining our protocols for discipline & behavior incidents and rolling out new PBIS support.</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> 	<p>The vision of our school promotes rigorous instruction, a culturally responsive environment, social-emotional learning, and a safe space for students to thrive and grow.</p> <p>It is crucial to implement effective classroom behavior management practices as they play a significant role in promoting positive outcomes for both students and teachers. Research highlights that students in well-managed classrooms receive more academic instruction, which is essential for their learning and development (Reinke et al., 2013).</p> <p>Reference Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools Implementing SW-PBIS. <i>The Journal of Positive Behavior Interventions.</i>, 15(1), 39–50. https://doi.org/10.1177/1098300712459079</p>

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.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 2

	EXISTING EFFORTS?	<i>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.</i>
Plan & introduce the PBIS behavioral system to the school community.	<input type="checkbox"/> <input type="checkbox"/> NEW	Staff will need to familiarize themselves with the expectations for classroom behaviors.
Implementation of the PBIS system within the school setting.	<input type="checkbox"/> NEW <input type="checkbox"/>	Staff will role play with students and review expectations monthly as a part of the PLC's and department meetings.
Pairing of teachers who struggle with implementation of PBIS with successful colleagues.	<input type="checkbox"/> REFINE	Have teachers connect during common planning time to review data from the implementation of the school-wide PBIS.

Implementation

KEY STRATEGY 1	Plan & introduce the PBIS behavioral system to the school community.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. Analyze current structures and systems to plan and improve disciplinary practices, as well as selection of PBIS rewards.		by EPM
2. Ensure that all stakeholders are fully aware of the PBIS Matrix; introduce this to parents, scholars and staff during orientation at the start of the school year.		<input type="checkbox"/> by EPM <input type="checkbox"/>
3. Poster size copies of the PBIS Matrix will be posted in each classroom and common areas to reinforce familiarity with the expectations.		<input type="checkbox"/> by EPM

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
https://www.powerschool.com/classroom/behavior-support/
https://www.pbisrewards.com/
https://www.pdfFiller.com/

KEY STRATEGY 2	Implementation of the PBIS system within the school setting.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. Consistent PDs and workshops on innovative activities to promote PBIS in classrooms.		By MYB

Commitment 2

2. Focus schoolwide on one specific behavior each month with corresponding activities, slogans, and messages to ensure common understanding and language.	By MYB
3. Create a PBIS Assembly Segment to Honors Assemblies - "Rising Star PBIS Moments"	By MYB
4. Utilize positive practices with students daily as part of the classroom system referring to the matrix as needed.	By MYB

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

<https://eric.ed.gov/?id=EJ1283273>

<https://ojed.org/index.php/JSARD/article/view/2111>

<https://journals.sagepub.com/doi/full/10.1177/1074295621996874>

<https://scholarworks.calstate.edu/concern/theses/70795813s>

<https://www.overcomingobstacles.org/?ga>

KEY STRATEGY 3	Pairing of teachers who struggle with implementation of PBIS with successful colleagues.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
1. Review data to identify teachers needing support with implementing PBIS in the classroom.		<input type="checkbox"/> by EPM
2. Identify teachers demonstrating exemplary practice of PBIS practice.		by EPM
3. Utilization of common planning time for paired teachers to meet.		by EPM
4. Follow up meeting with designated administrator.		by EPM
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<ul style="list-style-type: none"> Quarterly trainings on PBIS strategies and data collection and examination PBIS Resource Folder for Staff Refresher BOCES Course/Training for Staff 		

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)
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Commitment 2

Plan & introduce the PBIS behavioral system to the school community.	Artifacts from planning sessions and introductory assemblies.	Alignment between expectations and understanding of stakeholders.	
Implementation of the PBIS system within the school setting.	Student and teacher data on management and interventions.	Fidelity in implementation of PBIS, use of targeted strategies, regular collection and monitoring of behavior incidents and interventions.	
Pairing of teachers who struggle with implementation of PBIS with successful colleagues.	Evidence of regular meetings to plan and discuss interventions and PBIS strategies. Data Review.	Decrease in behavior incidents and increased use of PBIS strategies from training. Trends from pairings that point to changes needed or success from current partnerships.	

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)	Disciplinary data and referrals. Teacher inputs into level 1 forms.	Decreased number of classroom management incidents and disciplinary referrals. Decrease in number of suspensions and mediations.	

Commitment 2

End-of-the Year Targets	Disciplinary data and referrals.	Decreased number of classroom management incidents and disciplinary referrals. Decrease in number of suspensions and mediations.	
	Teacher inputs into level 1 forms.		
	Stakeholder surveys.	Surveys show improved climate and stakeholder perceptions of safety and behavioral intervention effectiveness.	

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	Is the implementation of PBIS having a positive effect on your learning?	N/A	25% - Agree 30% - Highly Agree	
Staff Survey	Are there opportunities to practice new strategies daily?	N/A	25% - Agree 30% - Highly Agree	
Family Survey	Does your child feel acknowledged for positive behavior?	N/A	25% - Agree 30% - Highly Agree	

COMMITMENT 3

Our Commitment (new)

<p>What is one Commitment we will promote for 2024-25?</p>	<p>DWSA will commit to utilizing data points to make informed decisions and address the skills needed by SEL-compromised students.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into 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> 	<p>Finding a middle ground or agreement through mutual concessions is an important skill in Social Emotional Learning (SEL). It's a valuable skill that fosters healthy relationships, resolves conflicts, and helps in problem-solving.</p>

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.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>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.</i></p>
<p>Build SEL Awareness throughout the School Community about the various systems of support.</p>	<p>Refine</p>	<p>Members of the school community are not fully aware of the system of supports, resources and service providers available to them within and beyond the building. This is crucial to know who to seek out when help is needed.</p>
<p>Institute Programs that help scholars foster positive relationships.</p>	<p>New</p>	

Commitment 3

<p>Launching and utilizing the Wellness Room.</p>	<p>Refine</p>	<p>The wellness room was under construction last year. Having a full launch with an orientation provided by guidance counselors as well as a video introduction to make students aware of the resource and what's included in the space.</p>
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For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

<p>KEY STRATEGY 1</p>	<p>Build SEL Awareness throughout the School Community about the various systems of support.</p>	
<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
<p>1. Educate the school community about Social Emotional Learning (SEL) Clinicians and Service Providers (which may include outside providers).</p>		<p>When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>2. Ensure there is awareness of systems of support and resources critical to meeting the SEL needs of students and all members of the community.</p>		<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>3. Posters detailing the flowchart of available SEL Support and Personnel and Resources will be posted throughout the building.</p>		<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>

<p style="text-align: center;">RESOURCES</p>	
<p style="text-align: center;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Overcoming obstacles</p>	

<p>KEY STRATEGY 2</p>	<p>Institute Programs that help scholars foster positive relationships.</p>	
<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 2? What steps are involved?</p>		
<p>1. Peer Resource Program - Students pair with one another to serve as their brother's keeper, as mentioned in DWSA's creed.</p>		<p><input type="checkbox"/> <input type="checkbox"/> by MYB</p>
<p>2. Restorative Circles – training and implementation</p>		<p><input type="checkbox"/> <input type="checkbox"/> by MYB</p>
<p>3. Peer mentoring and mentoring provided by outside organizations (i.e. Safe Space for Girls, Zeta Phi Beta, NSDPK, Inc.)</p>		<p><input type="checkbox"/> by MYB</p>
<p>4. Advisory Period – Character building educational activities during the homeroom period (twice monthly); homeroom teachers conduct daily check-ins for scholars to also reflect and calibrate.</p>		<p><input type="checkbox"/> <input type="checkbox"/> by MYB</p>
<p>5. Counselors push into classrooms conducting character education lessons.</p>		<p><input type="checkbox"/> by MYB</p>

Commitment 3

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
https://www.edutopia.org/article/morning-meetings-middle-and-high-school/ https://mediationsavannah.com/peer-mediation/ https://www.responsiveclassroom.org/wp-content/uploads/2017/10/The-Responsive-Advisory-Experience.pdf https://www.usnews.com/education/best-high-schools/articles/what-is-an-advisory-period-and-how-do-schools-use-it#:~:text=In%20many%20schools%2C%20advisory%20is,sexual%20identity%2C%20race%20and%20gender. https://www.secondstep.org/middle-school-curriculum

KEY STRATEGY 3	Launching and Utilizing the Wellness Room Schoolwide	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
1.	Launch the opening of the Wellness Suite with an orientation for scholars and parents provided by guidance counselors, as well as a video introduction to make students aware of the resource and what’s included in the space.	<input type="checkbox"/> by EPM
2.	Build awareness of the space's function, how it operates and when it is available.	<input type="checkbox"/> by EPM
3.	Provide a schedule of wellness offerings for students obtain additional support and wellness techniques.	<input type="checkbox"/> by EPM <input type="checkbox"/>
3.	Inform and educate the school community that DWSA is an official Grief-Sensitive School supported by a partnership with New York Life. The Wellness Room will also be equipped with Bereavement Resources for students, staff and families and available to support scholars and school community members.	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
www.grievingstudents.org		
New York Life Grief Sensitive Schools Initiative and Resources		

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.*

Commitment 3

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Build SEL Awareness throughout the School Community about the various systems of support.	Feedback from support staff on student understanding and utilization of support like posters and staff available to them.	<p>Increased utilization of safe spaces and support staff.</p> <p>Decreased student confusion and questions about where to go and who can help them.</p> <p>Increased utilization of posters and flow chart of SEL support.</p>	
Institute Programs that help scholars foster positive relationships.	Enrollment number in peer and restorative justice programs.	Significant numbers of students signing up to participate in peer program and restorative justice training opportunities.	
Launching and utilizing the wellness room.	The opening of room officially and feedback from the guidance counselors as to the tours and responses from students.	<p>A schedule of classes of SEL supports.</p> <p>Feedback from students and guidance counselors about usage.</p> <p>Articulation of room usage and self-advocacy from students when space can be used for regulation.</p>	

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 (<i>complete when reviewing mid-year data</i>)

Commitment 3

Mid-Year Benchmark(s)	Enrollment numbers in the programs and usage numbers of support staff and wellness room.	Consistent or climbing enrollment in programs. Consistent or increasing usage numbers of supports available to students.	
End-of-the Year Targets	Climate survey	Utilization of resources. Improved perceptions of the school climate and students feeling supported.	

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 <i>(e.g., % agree or strongly agree)</i>	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. Have you utilized any of the Social Emotional supports available, and if so, which ones? 2. Do you know where to find the supports needed when you are not feeling your best or when you are experiencing stress? 		<ol style="list-style-type: none"> 1. Yes, any of the above. 2. 25% agree & 30% strongly agree 	
Staff Survey	<ol style="list-style-type: none"> 1. Have you referred any students to the support (personnel or physical) and if so which ones? 2. What is your comfort level in referring students for SEL support? 3. Do you feel better prepared to direct 		20% - Comfortable 30% - Very Comfortable 30% - Extremely Comfortable	

Commitment 3

	scholars to the appropriate support when needed?			
Family Survey	<ol style="list-style-type: none"> 1. Are you aware of the Social Emotional Supports available for students? 2. Do you feel better prepared to direct your child to the support needed? 		<ol style="list-style-type: none"> 1. 51% Yes 2. 25% agree & 30% strongly agree 	

Commitment 4

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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>

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

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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.

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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.