



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mt. Vernon City School District	Lincoln School	K-8

Collaboratively Developed By:

The Lincoln School SCEP Development Team

SCEP Team Members: Rebecca Jones, Julie Chambers, Kathy Wilantowicz, Mailyr Irizarry, Mark Gayle, Elizabeth Smith, Tia Parrish, Anne De Nigris, Gabby D’Andrade

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

Guidance for Teams

Template

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

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 1) improving collaboration and 2) communication between staff, students, and families of the Lincoln School community.*

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.

Guidance for Teams

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:

XOption 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We will continue to address our commitments from the previous school year as we feel that more improvement should be made in both collaboration and communication across stakeholders.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We will utilize PLCs to address communication and collaboration. After completing our exercises in reflection on the current school year, we learned that these areas have potential for further growth.

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

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Continue to increase collaboration between staff, students, and families.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • We envision Lincoln School as a place where partnerships are utilized to provide all stakeholders with an informed and secure support system. • While listening to others, we heard that students, staff and families all want more time working together. It was identified that as a school we need to continue to increase the frequency of opportunities to collaborate. • We know that our school community will be stronger and more impactful when we successfully pursue moments of collaboration between all invested staff, students and parents.

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?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><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>Monthly calendars created and distributed to families</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/></p>	<p>Parents are overwhelmed by all the modes of communication. They also reported that they do not learn about events in adequate time. This calendar will address both of these issues by streamlining events.</p>
<p>Student Government will create posters to promote school events</p>	<p><input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/></p>	<p>Students and parents need more time to plan to attend school events. PLCS will report to Student Government dates of need. Student Government will increase advertising to promote these events. These events will be advertised in more languages to increase communications with our families.</p>

Commitment 1

Fundraising will be streamlined and organized.	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	PLCS/Committees/Departments will be assigned specific weeks for fundraising to ensure it is completed in a timely and predictable pattern.
Kindergarten Orientation	NEW	Kindergarten PLC will plan a Kindergarten Orientation for families in early September.

Implementation

KEY STRATEGY 1	Monthly calendars created and distributed to families
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
As a committee, we outlined annual events. The Student Government will collaborate with the Main office to work monthly to update calendars to reflect extra/new events.	<input type="checkbox"/> by EPM <input type="checkbox"/>
These calendars will be copied and distributed by the last week of the preceding month.	<input type="checkbox"/> by MYB <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Student Government will meet to discuss calendars. They will form a subcommittee that will ensure calendars are produced. They will meet at school. Cost would be for paper and the photocopier.	

KEY STRATEGY 2	Student Government will create posters to promote school events
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Student Government will meet and form a subcommittee of students to make and distribute posters or flyers about school events.	<input type="checkbox"/> <input type="checkbox"/> by MYB
These flyers will be posted so parents, staff and families can be informed and reminded.	<input type="checkbox"/> <input type="checkbox"/> by MYB
Flyers will have translation options so families can access in their language.	<input type="checkbox"/> by EPM <input type="checkbox"/>
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Cost would include markers, printing flyers, photocopier	

KEY STRATEGY 3	Kindergarten Orientation for families planned by Kindergarten PLC
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
	When will this be in place?

Commitment 1

Kindergarten team will meet with support from the Reading Department. They will plan a brief Kindergarten Orientation for families.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Kindergarten Orientation will be held in September when school begins.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Orientation will provide an opportunity for families to meet the staff and learn routines and expectations for the first school experience.	<input type="checkbox"/> by EPM <input type="checkbox"/>
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

½ day of school, books given out (already obtained), presentation/copies

KEY STRATEGY 4

Streamline Fundraising

IMPLEMENTATION

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

When will this be in place?

Committees and PLCs have been polled for initiatives for 2024-2025 and the necessary funding required	<input type="checkbox"/> by EPM <input type="checkbox"/>
Calendar will be created to assign fundraising weeks to each team to help raise sufficient funds for initiatives	<input type="checkbox"/> by EPM <input type="checkbox"/>
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Meeting with teams, 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: *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 1

Monthly calendars created and distributed to families	survey parents at MP1 if calendars are helping with planning	We hope that parents find the calendars to provide sufficient time to make arrangements	
Student Government will create posters to promote school events	Survey students in January to see if posters foster anticipation and participation of events	We hope to see that students find the posters to build anticipation and participation in events	
Kindergarten Orientation for families planned by Kindergarten PLC	Survey parents post-orientation to see if it served their needs (September)	We hope that orientation builds rapport with new families.	
Streamline Fundraising	Survey staff to see if fundraising is expedited in this format (January)	We hope staff feel that fundraising is more predictable and facilitated more easily.	

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>
Mid-Year Benchmark(s)	Review all surveys from key strategies	Hope to see that surveys are positive which will mean we are achieving our goal of increased collaboration across stakeholders	
End-of-the Year Targets	Were we able to sustain the key strategies	Hope to see that we sustain these Key Strategies throughout the year.	

Commitment 1

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	Do school event posters remind you of attending school events? Do you attend school events?		60% agree	
Staff Survey	Does having the fundraising calendar facilitate adequate timing and planning for school initiatives?		60% agree	
Family Survey	Do the family calendars of school events provide adequate planning time for you to attend school events?		60% agree	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Continue to increase communication between staff, students, and families.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • We envision Lincoln School as a place where voices are heard and used to improve systems across all stakeholders. • While listening to others, we heard from students, staff and families that communication needs to improve in providing adequate time for families to attend. • We analyzed survey results and noted deficits in communication going home in only English and Spanish.

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?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><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>Flyers will go home 5 days or more in advance of school events.</p>	<p><input type="checkbox"/> <input type="checkbox"/> REFINE</p>	<p>Flyers go home but with insufficient time for families to make adequate plans to attend. Student Government will also make flyers to post around the building to get students excited about events.</p>
<p>Teachers will learn how to use translation apps.</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/></p>	<p>Our building doesn't have sufficient staff members to provide translation on demand. By training teachers to use translation apps, parents will not have to wait to engage in conversations with the school.</p>

Commitment 2

Student Government will participate in PTA meetings.	<input type="checkbox"/> <input type="checkbox"/> EXPAND	Student Government will report to the PTA on their initiatives. This will engage students and more parents in attending PTA meetings.
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Implementation

KEY STRATEGY 1	Flyers will go home 5 days or more in advance of school events.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Flyers will be approved, photocopied and sent home within 5 school days of an event.	<input type="checkbox"/>	by MYB
Flyers will have technology options for translation	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Technology, training period (15-30 minutes), slideshow with directions		

KEY STRATEGY 2	Teachers will learn how to use translation apps.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
ENL Department will train teachers how to use translation apps to support students and families that speak other languages.	<input type="checkbox"/>	by EPM
ENL Department will train families how to use translation apps.	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Access to technology apps for translation, time to train (15-30 minutes) staff and parents.		

KEY STRATEGY 3	Student Government will participate in PTA meetings.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Student Government will present at each PTA meeting. They will debrief on previous events as well as discuss what events are upcoming.	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM

Commitment 2

	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB

RESOURCES

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

Calendar of PTA dates, slideshows

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)
Flyers will go home 5 days or more in advance of school events.	Flyers are translated	Survey parents to see if they are receiving timely notification of school events	
Teachers will learn how to use translation apps.	Teachers attend the training	Survey teachers in January to see if they are implementing the software when needed	
Student Government will participate in PTA meetings.	Students will attend PTA meetings	Increase in attendance at PTA meetings	

Commitment 2

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)	Review all surveys from key strategies	Hope to see that surveys reflect that parents are receiving and can understand the flyers	
End-of-the Year Targets	Review all surveys. Were we able to sustain the key strategies	Hope to see that we sustain these Key Strategies throughout the 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	Student Government students- "Did you attend PTA meetings this year? If so, approximately how many?"		50%	
Staff Survey	Did you use translation apps this school year?		60%	
Family Survey	Were you able to access school flyers?		60%	

Commitment 3

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>
Rebecca Jones	Principal	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Kathy Wilantowicz	Teacher	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Julie Chambers	Reading Specialist	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Elizabeth Smith	Parent Liaison	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Mailyn Irizarry	ENL Teacher	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Mark Gayle	Teaching Assistant	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24

Our Team's Process

Anne De Nigris	Special Ed Teacher/Coordinator	5/9	5/13	5/16, 6/3	6/6	6/12	6/14	6/24
Nefatia Parrish	PTA member	5/10	5/13					
Gabriella DeAndrade	Student/Student Government President	5/10	5/13					

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

We surveyed students throughout the building. Students report that they are the primary source of relaying events to their parents. This is good as it teaches responsibility and demonstrates pride and participation. Most shared families use more than one form of communication. All students feel they have a say in school outcomes except one. They report that Student Government is a voice for the students in the school. This shows that it is an effective agency for change. Many students mentioned the cleanliness of the building/bathrooms. They would like Student Government to work on the following for next school year

- school store
- playground ideas: basketball rim, new equipment, and turf
- opening water fountains

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.