



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
MVCSD	Mount Vernon Honor Academy	Pre-K-8

Collaboratively Developed By:

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The Mount Vernon Honor Academy SCEP Development Team

(SCEP Team Members: Danielle Davis-Marrow, Tawana Youngblood, Greer Valinotti, Antoinette Jordan, Jheanell Isaacs, Tara Lattimer-Wilson, Michelle Mazzotta-Sigal, Marisol Florez, Ariana Aguilar (parent representative), Kadeen Rodney (student representative))

And in partnership with the staff, students, and families of Mount Vernon Honor 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 I

Our Commitment

What is one Commitment we will promote for 2024-25?

We are committed to providing the scaffolded structures and services needed for students with disabilities to develop, strengthen, and attain expertise in multiple literacies at every stage of their learning journey.

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 concept of Multiple Literacies is based on the assumption that individuals 'read' the world and make sense of information by means other than traditional reading and writing. The concept of multiple literacies is based on the idea that the term "literacy" has evolved over the years, and that individuals 'read' the world and make sense of information through more than traditional reading and writing. Central to this concept of multiple literacies is the belief that individuals in modern society need to learn how to construct knowledge from various sources and modes of representation. Two key terms associated with multiple literacies are multiple modalities, such as linguistic, visual, audio, spatial, and gestural; and multiple mediums or layered texts, such as articles, books, movies, images, advertisements, and even virtual games. The specific multiple literacies include **Foundational Literacy Skills, Mathematical Literacy, Scientific Literacy, Financial Literacy, Digital Literacy, Emotional Literacy, Historical Literacy, Civic, and Ethical Literacy.**

In order to elevate student progress across literacies, we plan to focus on developing the data literacy of all educators in order to drive instruction across literacies. Our guiding question for the year is "How do we use data to identify where students are ready to learn and design small group instruction that supports ALL students in meeting and/or exceeding grade-level expectations?"

As stated in *How Learning Happens*, "Learning is multidimensional". Accordingly, we aim to increase data literacy to better understand the multidimensional progress of students across multiple literacies. Also, according to *How Learning Happens*, learning is optimized via intentionality. In turn, we strive to develop our intentionality as a result of our improved use of data across multiple literacies. This priority aligns with the SCEP's focus on teacher capacity-building focused on offering scaffolded structures and services

Commitment 1

needed for students to develop, strengthen, and attain expertise in multiple areas.

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? <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>
Use the dual capacity framework 4 Cs model	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Educators will build efficacy in using data Independent Reading Leveling Assessment</p> <p>Educators will also build their capacity using the MTSS Platform to plan purposeful and comprehensive tiered interventions for academics, behavior, social-emotional learning and attendance.</p>
High Impact Best Practices	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Mount Vernon Honor Academy emphasizes the use of high-impact best practices in teaching. These practices are teaching strategies that have been proven to have a significant positive impact on student learning and achievement.</p> <p>Mount Vernon Honor Academy couples high-impact content with best practices providing:</p> <ul style="list-style-type: none"> • Student Ownership of Learning and Learning Targets • High Student Engagement • Checking for Understanding and Targeted Feedback • Higher-order Complex Questioning • Differentiated Instruction and Practices
Culturally responsive and research based	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The instructional practices employed by faculty members are culturally responsive and research-based. This means that educators consider students' diverse cultural backgrounds and use evidence-based teaching strategies that are effective in enhancing learning outcomes.</p>

Commitment 1

MVHA Explicit Instruction	NEW EXPAND REFINE	Gradual Release Model, as developed by Fisher and Frey, to explicitly provide instruction. This instructional model is beneficial because it allows students to gradually build their understanding and confidence in the subject matter. It also promotes active engagement, collaboration, and independent learning, which are essential for developing critical thinking and problem-solving skills. The model involves a strategic transfer of responsibility in the learning process from teacher to student.
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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?
<p>Build and enhance the capacity of educators and families in the 4C areas</p> <ul style="list-style-type: none"> • Capabilities (skills and knowledge) • Connections (networks) • Cognition (shift in belief and values) • Confidence (self-efficacy) <p>Support the professional learning and increased capacity of our Family Engagement Specialist Teaching Assistants across the district.</p> <p>Two-way communication wherein we all learn from each other, as opposed to one-way district-led training. We will build upon the collective wisdom and experiences of our community.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>Monthly Leadership PLCs will focus on Data Literacy, Student-Centered Practices and Equity.</p>	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?

Commitment 1

<p>Mount Vernon Honor Academy emphasizes the use of high-impact best practices in teaching. These practices are teaching strategies that have been proven to have a significant positive impact on student learning and achievement.</p> <p>Mount Vernon Honor Academy couples high-impact content with best practices providing:</p> <ul style="list-style-type: none"> • Student Ownership of Learning and Learning Targets • High Student Engagement • Checking for Understanding and Targeted Feedback • Higher-order Complex Questioning • Differentiated Instruction and Practices 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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RESOURCES

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

The instruction provided in the district is aligned and articulated with the written curricula. This means that what is taught in the classroom is consistent with the educational goals and content outlined in the district's curriculum documents.

KEY STRATEGY 3

IMPLEMENTATION

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

When will this be in place?

1. Socio-cultural consciousness: A teacher's own way of thinking, behaving, and being are influenced by race, ethnicity, social class, and language. Prospective teachers must critically examine their own socio-cultural identities and biases in the context of the inequalities culturally diverse segments of society experience. They must recognize discrimination based on ethnicity, social class, and skin color and inspect and confront any negative attitudes they might have toward diverse student groups. **2. Attitude:** A teacher's affirming attitude toward students from culturally diverse backgrounds significantly impacts student learning, belief in themselves, and overall academic performance. By respecting cultural differences and using curricular and instructional practices related to the cultures of their students, schools and classrooms become inclusive. **3. Commitment and skills:** A teacher's role as an agent of change confronts barriers/obstacles to those changes and develops skills for collaboration. As agents of change, teachers assist schools in becoming more equitable over time. **4. Constructivist views:** A teacher's contention that all students can learn requires building scaffolding between what students already know through their own experiences and what they need to learn. Constructivist teaching promotes critical thinking, problem-solving, collaboration, and the recognition of multiple perspectives. **5. Knowledge of student's life:** A teacher's learning about

☐ by EPM
☐ by MYB

Commitment 1

a student's past experiences, home and community culture, and the world in and out of school helps build relationships by increasing the use of these experiences in teaching and learning. 6. Culturally responsive teaching: A teacher's use of strategies that support a constructivist view of knowledge, teaching, and learning assists students in constructing knowledge, building on their personal and cultural strengths, and examining the curriculum from multiple perspectives, thus creating an inclusive classroom environment.	
	<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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
https://www.understood.org/en/articles/what-is-culturally-responsive-teaching	

KEY STRATEGY 4		
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
The model is divided into four phases:		
I DO: In this phase, the teacher models the lesson objective in a focus lesson. The teacher takes the lead and demonstrates the concept or skill to be learned.		
WE DO: In the guided instruction phase, both the teacher and the students actively participate in the learning process. The teacher provides support and guidance as students practice the new concept or skill together.		
YOU DO TOGETHER: Collaborative learning takes place in small groups or with partners. Students work together, supporting each other as they continue to practice and apply what they have learned.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
YOU DO ALONE: In this phase, students independently demonstrate their learning. They take full responsibility for applying the new knowledge or skill without direct guidance from the teacher.		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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		<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?		

Gradual release of responsibility instructional framework Note. From *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (2nd ed.), by D. Fisher & N. Frey, 2013, Alexandria, VA: ASCD. Copyright 2013 by ASCD. Reprinted with permission

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>)
Use the dual capacity framework 4 Cs model	I Ready Data District Math and Reading Data	When reviewing the data, we hope to see gradual growth in positive behaviors and proof that the implementation of the strategies is proving beneficial to students.	
High Impact Best Practices Culturally responsive and research based	I Ready Data MTSS	An exponential growth in behaviors and practices schoolwide.	

Commitment 1

MVHA Explicit Instruction	I Ready Data District Math and Reading Data	Teachers with SPED students should dedicate more time on topics avoiding rapid shifts. This practice can enhance student understanding. Frequent reviews and modeling. In depth topic exploration. Regularly revisiting previous lessons and modeling expectations can reinforce learning. Small group sessions, especially in younger grades provided personalized attention and targeted support.	
		Established routines are a beneficial practice as consistent routines are essential for SPED students.	

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)	Benchmarks, pre/post assessments, ongoing data collection, immediate feedback and coaching within the classroom.	Based on NYS math assessments, lists of students who scored a high level 2 or low level 3 will be created.	
End-of-the Year Targets	We will be reviewing I-Ready data from midyear benchmarks Math. as well as data provided by the district.	We hope to see a substantial increase in Math scores from I Ready (Qualitative) by 20% math scores for all grade levels 3-8	

Spring Survey Targets

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

Commitment 1

	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	<p>Social Emotional Survey Conducted</p> <p>1. On a scale of 1 - 5, how would you rate your overall emotional well-being? (How happy do you feel when you are in school?)</p> <p>2. How often do you experience feelings of stress or nervousness related to schoolwork?</p> <p>3. How comfortable do you feel discussing your feelings/emotions with someone at school (teacher, counselor, or another adult)?</p> <p>4. Have you ever experienced bullying or harassment at school that negatively impacted your emotional well-being?</p> <p>5. Do you feel supported by your friends and peers when you're going through a difficult time emotionally?</p> <p>6. Are you aware of the counseling support available to you at school?</p> <p>7. What changes or improvements could be made at school to better support your emotional well-being? (What things could be done at school to make it a safe and happy</p>	<p>With 70 responses</p> <p>Q1. 3.36</p> <p>Q2. 3.17</p> <p>Q3.2.78</p> <p>Q4.2.55</p> <p>Q5.3.94</p> <p>Q6.1.74</p> <p>Q7. 69 responses</p> <p>Various responses</p>	<p>The desired response would have been 100% participation from all students</p>	<p>Minimal response by students.</p>

Commitment 1

	place to share your feelings?)			
Family Survey	<p>Survey of 104 parents on average answering 2 out of 3 questions in the survey.</p> <ol style="list-style-type: none"> 1. My child is comfortable interacting with their peers 2. I am concerned about my child's emotional well being 3. My child is often anxious and overwhelmed at school. 	<p>Q1. 87% responded yes 13% responded no</p> <p>Q2. 32% responded yes 68% responded no</p> <p>Q3. 75% responded no 25% responded yes</p>	The desired response is for all parents to participate in the survey.	Parents did respond and most answered the questions as stated.

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to supporting our ENL students across all content areas to increase student performance and levels of English Language acquisition.</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"> • Our school's mission states, "We strive to educate the whole child with dignity. We are dedicated to creating a supportive school community where children, parents and staff maintain mutual respect and trust for one another." We commit to upholding our mission by supporting parents and teachers of speakers of other languages. They will need extra support in helping their children assimilate to a new culture, while also celebrating their own backgrounds and supporting their social/ emotional and academic success. We will respect the unique abilities and learning styles of our students and consider their levels of language acquisition to create independent thinkers and life-long learners. In supporting ENL students, we must address their needs by using research-based strategies that are specific to their levels of language acquisition. • We have many newcomers who just arrived in the country this fall as entering level ENL students. We have a much higher percentage than in recent years. We aim to make our newcomers feel safe and welcome through culturally responsive teaching. We aim for our students to acquire new vocabulary and literacy skills to support student learning of written and spoken forms of the English language. <p>We analyzed data from the NYSESLAT exams as well as I-Ready scores. On the NYSESLAT exam we saw a high record of growth. 6 of 13 students tested in 2023, placed out of ENL and into the commanding level.</p> <ul style="list-style-type: none"> • During the 2023-24 school year, ELL students made significant growth on the I-Ready diagnostic testing. End of Year data determined 42% percent of English Language Learners were on or above grade level. The data is as follows: <ul style="list-style-type: none"> -42 %on or above grade level -29% (one grade level below up from 36 % at the BOY). -7% (two grade levels below up from 21 % at the BOY). -21 percent (three or more grade levels below up from 29 % at the BOY).

Commitment 2

	<p>-It is typical for ENL entering students to be multiple levels below grade level at the BOY during their first year entering the country. We expect to see growth by end of year as they gain Basic Interpersonal communication skills. Students typically begin to acquire Cognitive Academic Language year 3.</p> <p>The areas of greatest difficulty for our students were in vocabulary, literary, and informational comprehension.</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 EXISTING EFFORTS?	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>
Vocabulary	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	According to I- Ready data, ELLs had greatest difficulty with vocabulary. A key strategy to address this challenge is to “breakdown” the term in parts (prefix, root, suffix) when possible. Creating scenarios where ELLs are using common conversational terms to gain familiarity on when and how these terms should be used.
Culturally Responsive Teaching	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	According to school surveys, students and families feel MVHA supports their emotional well-being. Students feel comfortable sharing their experiences and feelings with the diverse staff and faculty at MVHA. Teachers use

Commitment 2

		strategies like culturally responsive teaching to build better relationships with all students and create instruction that motivates and encourages students to share their experiences from their native countries.
Graphic Organizers	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	According to NYSESLAT data, students have the greatest difficulty with the writing section. However, using graphic organizers offers ELLs a visual illustration of key terms. Students can focus and comprehend the main idea for better comprehension and understanding of text connected to visuals.
Sentence starters/ sentence frames for language support	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	According to NYSESLAT data students have greatest difficulty with the writing section. With sentence frames, students at lower levels of acquisition have a guide to help construct and organize their ideas.

Implementation

KEY STRATEGY 1 Vocabulary instruction through multiple models	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Collaboration with instruction and sharing best practices between ENL teachers and content area teachers to ensure skills such as frontloading vocabulary, previewing text prior to reading, and evidence of culturally responsive teaching throughout instruction	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Provide PD sessions during faculty and curriculum meetings to discuss student data, progress, and share effective strategies such as Frayer models, role playing, visuals, realia, root words, pre-fix & suffix comprehension proven to support ELLs	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Multiple exposures to new vocabulary through listening, reading, writing, and speaking. Using leveled text to ensure vocabulary is appropriate for students' level.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Encourage Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) necessary for everyday communication and conversations, as well as writing responses and participating in class discussions should be developed.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Have sentences starters/frames for language support posted throughout all classrooms and online. Demonstrate how to use these strategies by modeling steps several times for ELLs.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
We will need glossaries, more I- Pads for translation, use of Microsoft and Google Translate, graphic organizers, visuals, leveled texts, Immersive Reader, appropriate peer grouping and support as needed. Budgeting for diversity training and workshops, ELL presenters/presentations are necessary to support these strategies.	

Commitment 2

KEY STRATEGY 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Cultural celebration where ENL and General Education classes can share food, music, literature, stories from their cultures. Parents & families should be invited to participate.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Including aspects of their culture in the curriculum. Including multiple cultures throughout the curriculum. Multicultural books, stories, current events, and perspectives.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Allow opportunities for students to relate their culture to the literature/non-fiction pieces they are reading. Choose similar text in native languages for student connections to the content and main idea of the text.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Keeping glossaries and translators in the general education classroom so that all students have access to the content and break through language barriers.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Using student-centered teaching approach. Tap into the talents of ELLs and build instruction based on their skills.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Parents feel supported and have open communication with teachers in their home language.		
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
We will need glossaries, more I- Pads for translation, use of Microsoft and Google Translate, differentiation based on students' needs, immersive reader. PD on additional skills and strategies for culturally responsive teaching and learning.		

KEY STRATEGY 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Use graphic organizer templates that encourage drawing/visual interpretations if it is decided that this modality meets the expectations of the assignment	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Graphic organizers should be varied, yet the use of appropriate organizers should be modeled for ELLs.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Explain the use of graphic organizers for better understanding and comprehension of material for ELLs. Use familiar instructional strategies such as PowerPoint presentations or YouTube clips to introduce how and why graphic organizers are used.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create intentional tasks and assignments where ELLs will need to use graphic organizers.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Graphic organizers should be accessible to students during instruction and online.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Binder of graphic organizers, art supplies, I-pads, laptops, PD on how to introduce and implement the use of graphic organizers with ELLs		

Commitment 2

KEY STRATEGY 4 Sentence frames/ starters	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Writing prompts support casual and academic student conversations where students can express themselves through writing.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Anchor charts for signal words and phrases that ELLs might need to recognize different text structures and to develop their own writing.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Use of ELL resource binder with samples of sentence starters and anchor charts to help students in general education classrooms. These should be accessible online as well.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Read aloud or play audio pertaining to the lesson and encourage students to choose which sentence starter/frame they would like to use to complete the written component of the lesson	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
ELL Resource binder, graphic organizers, I-pads, laptops, art supplies, PD sessions on how to utilize sentences starters/frames to maximize student growth.	

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 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>)
vocabulary	NYSESLAT data from previous year.	We hope to see that Entering students have increased by at least one level. For students at the Expanding level, we hope to see that they have increased scores within their level, as students at the Expanding level generally stay there for about 3 years.	NYSESLAT DATA will come in for Sept. We hope to see that at least 30 percent of our students go up by at least one ENL level. We hope to see those students at the Expanding level

Commitment 2

Culturally Responsive Teaching	I Ready Data	We hope that students increase their scores at each benchmark. We hope that students pass their lessons and are no more than 1 level below grade level.	BOY Data from I-Ready will inform instruction and grouping for ELLs. Classroom Teachers will use this data for small group instruction and develop targets and SMART goals that reflect culturally responsive instruction.
	Imagine Learning Data	We hope that students increase their scores at each benchmark. We hope that students pass their lessons and are no more than 1 level below grade level.	BOY Data from I-Ready will inform instruction and grouping for ELLs. Classroom Teachers will use this data for small group instruction and develop targets and SMART goals.

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)	I- Ready data, Imagine Learning	Data should show that students increased by at least 20 points by mid-year testing.	
End-of-the Year Targets	NYSESLAT results of 2024 I-Ready Imagine Learning	NYSESLAT results show 25 percent of students went up a level and that those within the expanding level's scale score increased.	

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	<p>1. On a scale of 1 - 5, how would you rate your overall emotional well-being? (How happy do you feel when you are in school?)</p> <p>2. How often do you experience feelings of stress or nervousness related to schoolwork?</p> <p>3. How comfortable do you feel discussing your feelings/emotions with someone at school (teacher, counselor, or another adult)?</p> <p>4. Have you ever experienced bullying or harassment at school that negatively impacted your emotional well-being?</p> <p>5. Do you feel supported by your friends and peers when you're going through a difficult time emotionally?</p> <p>6. Are you aware of the counseling support available to you at school?</p>	<p>With 70 responses</p> <p>Q1. 3.36 Q2. 3.17 Q3. 2.78 Q4. 2.55 Q5. 3.94 Q6. 1.74 Q7. .69</p> <p>responses Various responses</p>	<p>We hope to see an increase of ELL parent participation. We hope to see that culturally responsive teaching gives parents and students a high level of comfortability expressing themselves at school. We hope to see that parents feel respected and valued as a part of our school community.</p>	<p>The desired response would have been 100% participation from all students</p>	<p>Minimal response by students.</p>

Commitment 2

	7. What changes or improvements could be made at school to better support your emotional well-being? (What things could be done at school to make it a safe and happy place to share your feelings?)				
Staff Survey					
Family Survey	<p>Survey of 104 parents on average answering 2 out of 3 questions in the survey.</p> <p>1. My child is comfortable interacting with their peers</p> <p>2. I am concerned about my child's emotional well being</p> <p>My child is often anxious and overwhelmed at school</p>	<p>Q1. 87% responded yes 13% responded no</p> <p>Q2. 32% responded yes 68% responded no</p> <p>Q3. 75% responded no 25% responded yes</p> <p>Parents did respond and most answered the questions as stated.</p>	<p>Q1. 87% responded yes 13% responded no</p> <p>Q2. 32% responded yes 68% responded no</p> <p>Q3. 75% responded no 25% responded yes</p>	<p>The desired response is for all parents to participate in the survey.</p> <p>We hope to see that</p>	<p>Parents did respond and most answered the questions as stated.</p>

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 commit to supporting the social and emotional needs of our students and school community at the Mount Vernon Honor Academy.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	The commitment is in direct alignment with our school's mission. According to the MVHA Handbook, "we are dedicated to creating a supportive school community where children, parents, and staff maintain mutual respect and trust for one another. This partnership between school, home, and community is the basis that guides our practice." We conducted a Social-Emotional Well Being Survey. MVHA students and parents were asked to anonymously complete the survey.

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? <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>
PBIS (Positive Behavioral Interventions and Supports)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The goal of Tier 1 PBIS implementation is to model and teach our students positive behavioral expectations that they will utilize each school day. PBIS will be monitored daily.
No Place for Hate	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	NPFH will be implemented and monitored quarterly for the school year. Each student must take an oath to eradicate bias and bullying in our school. NPH activities will be conducted throughout the school year.

Commitment 3

SEL Lessons (Social-Emotional Learning)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The Second Step social-emotional learning curriculum will be utilized districtwide with a focus on students' emotional intelligence, empathy, and problem solving. The goal is for students to gain self-awareness, social awareness, responsible decision-making skills, self-management, and relationship skills.
Annual Mental Health Awareness Assembly	NEW <input checked="" type="checkbox"/> EXPAND REFINE	In honor of Mental Health Awareness Month in May there will be an assembly to promote healthy social emotional wellness followed by a reflection activity. This activity will be monitored annually.

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		PBIS (Positive Behavioral Interventions and Supports)	
IMPLEMENTATION			
What is our plan for implementing Key Strategy 1? What steps are involved?			When will this be in place?
The goal of Tier 1 PBIS implementation is to model and teach our students positive behavioral expectations that they will utilize each school day.			<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Define Behavioral Expectations: Develop a set of clear, positively stated behavioral expectations for all settings (classrooms, hallways, cafeteria, etc.).			<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teach Behavioral Expectations: Implement a systematic approach to teach and model expected behaviors to students. Use consistent language and visuals to reinforce these expectations.			<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Regularly assess how well PBIS practices are being implemented across the school. Provide feedback and support to staff as needed.			<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?			
<p>Staff members or designated observers conduct direct observations of students in various settings. Use observation checklists to record adherence to expected behaviors and interventions.</p> <p>PBIS will be monitored daily through teacher implemented strategies; ie, Check-in/Check -out system, token reward, sticker chart, tickets, etc.</p>			

Commitment 3

Hold PBIS team meetings to discuss progress, challenges, and strategies for improvement.

KEY STRATEGY 2

No Place for Hate

IMPLEMENTATION

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

Integrate NPFH principles into the curriculum through lessons, activities, and discussions that promote empathy, understanding, and respect for diversity.

☐ by EPM
☐ by MYB

Promote NPFH through school newsletters, assemblies, or other communication channels to raise awareness and encourage participation.

☐ 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?

Organize events such as Unity Days, Diversity Weeks, or cultural celebrations to celebrate diversity and reinforce NPFH values.

Gather feedback from stakeholders through surveys, focus groups, or suggestion boxes to assess the impact of NPFH initiatives.

KEY STRATEGY 3

Social Emotional Learning (SEL)

IMPLEMENTATION

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

When will this be in place?

Tailor SEL initiatives to fit the unique cultural, social, and emotional needs of the school community. Adapt activities and lessons to be developmentally appropriate for different grade levels.

☐ by EPM
☐ by MYB

Designate specific times during the week for explicit SEL instruction. This could be through advisory periods, morning meetings, or dedicated SEL lessons.

☐ 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?

Ways to Integrate SEL Throughout the School Day for Students: Partner activities, Role playing, Social emotional word/emoji wall, SE check ins, Shoutout Boards, Vision Boards, Reiteration of age-appropriate coping skills

Digital Apps designed to support SEL skills development, mindfulness, and emotional regulation. Examples include ClassDojo, Mind Yeti, and Emotionary.

KEY STRATEGY 4

Annual Mental Health Awareness Assembly

Commitment 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Incorporate age-appropriate mental health education into the curriculum. Teach students about stress management, emotional regulation, and where to seek help.	<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
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Invite mental health professionals, counselors, or individuals with lived experience to conduct workshops or give talks on mental health topics.		
Implement peer support programs or buddy systems where trained peers provide emotional support and guidance to their peers.		

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)
Positive Behavioral Interventions and Supports	PBIS data	Achieve 85% or higher participation in PBIS data collection at MVHA.	Data will be collected by 10/25/24.
No Place for Hate	Student responses to No Place for Hate activities	Achieve 85% or higher participation in No Place for Hate activities at MVHA.	Data will be collected by 10/25/24.
Social-Emotional Learning	Social-Emotional Well-Being Survey	Achieve 50% or higher of students feeling safe and comfortable expressing their feelings at school.	Data will be collected by 10/25/24.

Commitment 3

Annual Mental Health Awareness Assembly	Student responses to the Mental Health Awareness Assembly	Achieve 85% or higher participation in the Mental Health Awareness Assembly activities at MVHA.	Data will be collected by 10/25/24.
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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.

	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)	Mid-year Social Emotional Well-Being Survey and Family Survey	We hope to see that our school is progressing towards addressing the commitment to support all students' social and emotional needs.	Data will be collected by 1/17/25.
End-of-the Year Targets	End-of-year Social Emotional Well-Being Survey and Family Survey	We hope to see that our school addressed the commitment to support all students' social and emotional needs.	Data will be collected by 6/6/25.

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	<ul style="list-style-type: none"> On a scale of 1-5, how would you rate your overall emotional well-being? How often do you experience 	<ul style="list-style-type: none"> 38% rated their overall emotional well-being as a 4 or 5. 40% rated their feelings of stress or nervousness related to 	<ul style="list-style-type: none"> 75% of students will rate their overall well-being as 5-Very happy. 75% or more will rate their feelings of stress or nervousness 	We ended up seeing data that will guide our strategies for

Commitment 3

	<p>feelings of stress or nervousness related to schoolwork? (1-5)</p> <ul style="list-style-type: none"> • How comfortable do you feel discussing your feelings/emotions with someone at school (teacher, counselor, or other adult)? (1-5) • Have you ever experienced bullying or harassment at school that negatively impacted your emotional well-being? (1-5) • Do you feel supported by your friends and peers when you're going through a difficult time emotionally? (1-5) • Are you aware of the counseling support available to you at school? (1-5) • What changes or improvements could be made at school to better support your emotional well-being? 	<p>schoolwork as a 4 or 5.</p> <ul style="list-style-type: none"> • 31% feel comfortable or very comfortable discussing their feelings/emotions with someone at school. • 28% of our students have experienced bullying or harassment at school. • 64% of our students feel supported by their friends and peers when going through a difficult time emotionally. • 80% of our students are aware of counseling support at our school. • Students generally would like a space where they are not judged or bullied by other students. They would also like more opportunities to check-in with a teacher or staff member on an as-needed basis. 	<p>related to schoolwork as 1 or 2.</p> <ul style="list-style-type: none"> • 75% of students will feel very comfortable discussing their feelings/emotions with someone at school. • 75% or better of our students will feel supported by their friends and peers when going through a difficult time emotionally. • 80% or better of our students are aware of counseling support at our school. 	<p>strengthening the learning environment, climate, and culture for students through the implementation of social-emotional support at MVHA.</p>
Family Survey	<ul style="list-style-type: none"> • My child is comfortable 	<ul style="list-style-type: none"> • 87% said their child is 	<ul style="list-style-type: none"> • 90% of our students will feel 	<p>We ended up seeing data</p>

Commitment 3

	<p>interacting with their peers. (Yes/No)</p> <ul style="list-style-type: none"> • I am concerned about my child's emotional well-being. (Yes/No) • My child is often anxious and overwhelmed at school. (Yes/No) 	<p>comfortable interacting with their peers.</p> <ul style="list-style-type: none"> • 32% said they are concerned about their child's emotional well-being. • 25% said their child is often anxious and overwhelmed at school. 	<p>comfortable interacting with their peers.</p> <ul style="list-style-type: none"> • 25% of our parents will be concerned about their child's emotional well-being. • 20% of our parents will say their child is often anxious or overwhelmed at school. 	<p>that will guide our strategies for strengthening our students' social-emotional well-being at MVHA.</p>
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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>		6/6					6/6,
Danielle Davis-Marrow	Principal		6/6	6/5	6,12	6/12	6/12	6/11, 6/12, 6/17, 6/21, 6,24, 6,25, 6,26
Tawana Youngblood	Social Studies Teacher		6/6	6/12	6/12	6/12	6/12	6/11, 6/12, 6/17, 6/21, 6/24,

Our Team's Process

								6/25, 6/26
Greer Valinotti	ELL Teacher			6/12	6/12	6/12	6/12	6/11,6/ 12,6/17, 6/21,6/ 24,6/25 6/26
Antoinette Jordan	Special Education Teacher			6/12	6/12	6/12	6/12	6/11,6/ 12,6/16, 6/17,6/ 21,6/24 6/25,6/ 26
Jheanell Isaacs	Teacher Assistant		6/6	6/12	6/12	6/12	6/12	6/11,6/ 12,6/16, 6/17,6/ 21,6/24 6/25,6/ 26
Tara Lattimer-Wilson	Guidance Counselor		6/6	6/12	6/12	6/12	6/12	6/11,6/ 12,6/16, 6/17,6/ 21,6/24, 6/25,6/ 26
Michelle Mazzotta Sigal	4 th Grade Teacher PBIS Coach		6/6	6/12	6/12	6/12	6/12	6/11,6/ 12,6/15, 6/17,6/ 21,6/24, 6/25,6/ 26
Marisol Florez	4 th Grade Teacher PBIS Coach		6/6	6/12	6/12	6/12	6/12	6/11,6/ 12,6/15, 6/17,6/ 21,6,24, 6/25,6/ 26
Ariana Aguilar	Parent Representative		6/6				6/12	6/24
Kadeen Rodney	Student Representative		6/6				6/12	6/24

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

The student interview process provided the team with accurate feedback from the students. We were able to get an understanding of how the children truly feel. Their honesty will help us to provide the necessary social emotional support that is needed. All curriculum areas will include a social-emotional component.

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.