



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
The Mount Vernon City School District	The Mount Vernon Leadership Academy	Pre-Kindergarten to Grade 8

Collaboratively Developed By:
The Mount Vernon Leadership Committee SCEP Development Team

And in partnership with the staff, students, and families of The Mount Vernon Leadership Academy.

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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

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school community is committed to building a team grounded in trust and respectful collaboration.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? 	<p>Qualitative data suggests pedagogical staff would benefit from strengthening professional collaboration. Often, teachers work in silos and may not solicit instructional support from colleagues. Ultimately, the school community (students and staff) will receive the benefits of working in an intentional professional learning community</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Teachers will provide and receive constructive feedback from each other to guide instruction.</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • An equity subcommittee will travel to each classroom each marking period to gather observations about the classroom environment (bulletin boards, lighting, student attitude, classroom set up, etc).
<p>Teachers will participate in Professional Development to help increase cohesive behavior in the school environment.</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development that incorporates trust activities that allow them to form bonds with new and current staff.
<p>Improve school culture</p>	<p>NEW</p>	<ul style="list-style-type: none"> • Staff will receive incentives for their effort and dedication to the school community. i.e. Wheel

Commitment 1

		<p>of how to acknowledge individual staff accomplishments.</p> <ul style="list-style-type: none"> • Grade levels host refreshments for monthly staff meetings. • Quarterly staff events
<p>Teachers will participate in Professional Development/workshops to share information with the school community to drive instruction/curriculum.</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<ul style="list-style-type: none"> • Each marking period/month, selected staff members will be encouraged to attend a Professional Development/workshop. In return, said individuals will also be encouraged to return to their school community and host a mini workshop about newly learned material. • Staff members will have an opportunity to go into the classrooms and model lessons for their colleagues based on training/developments/workshops.

Implementation

KEY STRATEGY 1	Quarterly classroom visits (during Math and/or ELA blocks) completed by equity team followed by feedback during PLC's or staff meetings	
<p align="center">IMPLEMENTATION</p> <p align="center">What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
➤	<p>Quarterly classroom visits (during Math and/or ELA blocks) completed by equity team followed by feedback during PLC's or staff meetings. Steps needed</p>	<p>When will this be in place?</p> <p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p>Step 1: Select random quarterly equity team members.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p>Step 2: Provide a guideline of strategies being focused on.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
be	<p>Step 3: Equity team will visit all classrooms to discern where assistance should be provided.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p>Step 4: Final feedback will be provided either at grade level PLC's or at monthly staff and curriculum meetings.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p align="center">RESOURCES</p> <p align="center">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>		
➤	<p>Curriculum workshops</p> <p>Allotted PD time</p> <p>Professionals in the PD subject matter</p> <p>Staff or curriculum meetings</p> <p>Calendarizing</p>	

KEY STRATEGY 2	Engage staff in quarterly staff PDs aligned to team building and conflict resolution	
<p align="center">IMPLEMENTATION</p> <p align="center">What is our plan for implementing Key Strategy 2? What steps are involved?</p>		
		<p>When will this be in place?</p>

Commitment 1

➤ Team building workshops provided to bring staff together and make them more comfortable with cross collaborating.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 1: Provide staff development that focuses on team building skills.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 2: Provide Conflict resolution PD.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 3: Staff Retreat	<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?	
➤ Team building workshop	
➤ Allotted PD time	
➤ Team building professionals	
➤ Staff or curriculum meetings	
➤ Funding	

KEY STRATEGY 3	Building School Culture
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
➤ Incentives will be provided for staff monthly/quarterly for attendance and/or highlighted dedication.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 1: Form a committee to create a qualification list and incentives.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 2: Come up with an agreed upon award as an incentive.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 3: Provide expectations to receive the awards.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 4: Wheel of Wow	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Step 5: Grade level to choose the month they will host the staff meeting	
Step 6: Quarterly staff events tbd	
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
➤ Rewards to be given	
➤ Qualification list for attendance and highlighted dedication	
➤ Committee	
➤ Funding	

KEY STRATEGY 4	Teachers will participate in Professional Development/workshops to share information with the school community to drive instruction/curriculum.
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
➤ Quarterly/Monthly visits to various Professional developments/workshops completed by staff (rotation) followed by feedback during PLC's or classroom intervisitations.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

➤ Teachers to turnkey professional learning during PLC's	<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?	
<ul style="list-style-type: none"> District catalog for professional development 	

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)
Quarterly classroom visits (during Math and/or ELA blocks) completed by equity team followed by feedback during PLC's or staff meetings	Lesson Plans, Committee notes from classroom visits.	We hope to see a greater understanding of how to improve lessons and classroom environments for greater success	
Engage staff in quarterly staff PDs aligned to team building and conflict resolution	PD notes, Surveys	We hope to see a more cohesive environment in the school building where staff can reach out to one another for assistance.	
Building School Culture	Attendance Records, Surveys	We are hoping to provide full staff support in improving classroom efficiency throughout the whole school.	

Commitment 1

Teachers will participate in Professional Development/workshops to share information with the school community to drive instruction/curriculum.	Surveys given to the staff to evaluate understanding and usefulness of PDs shared.	We are hoping to share PD experience so all staff can learn from the PDs even if they are not in attendance.	
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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)	PLC minutes Climate surveys Attendance Records	We are looking for improvement in classroom efficiency attendance records	
End-of-the Year Targets	Form a cohesive and successful academic team while providing a safe and respectful work environment.	We are looking for a work team that can come together to solve classroom problems and collaborate.	

Spring Survey Targets

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

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

Commitment 1

Family Survey				
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We will continue to promote family and community engagement.</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> 	<p>The commitment will increase parental/guardian involvement which will lead to higher student performance. Building a relationship between staff and families can benefit the student’s overall well-being academically, socially, and emotionally.</p> <p>Research has proven that by increasing family and community engagement it can:</p> <ul style="list-style-type: none"> ➤ Improve absenteeism ➤ Increase student achievement ➤ Develop positive behavior <p>We will improve our efforts in providing information in the student’s native language. This can bridge the gap with many of non-English speaking families. We can provide strategies that benefit their child at school and home.</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</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>Improve absenteeism</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>Developing a truancy plan with the assistance of the attendance officer who will conduct home visits and provide resources to target concerns impeding their attendance.</p>

Commitment 2

Increase student achievement	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	RTI (response to intervention) now called MTSS (multi-tiered system of supports) we can identify students using data on how to better support them academically and/or behaviorally.
Develop positive behavior	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Through MTSS and school wide initiative such as No place for hate, which will promote kindness and anti-bullying efforts. Students will be acknowledged for positive behavior at school-wide assemblies and families can attend.

Implementation

KEY STRATEGY 1	Improve absenteeism
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
We will continue increasing our family and community engagement through:	
<ul style="list-style-type: none"> By sending notification to families about the importance of school attendance in the beginning of the year and how the school attendance officer and school clinicians can assist if there are barriers that are impeding their attendance. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Bridging the gap between staff and families through school wide events such as Literacy and Math night, field day, Hispanic heritage celebration, Caribbean day, etc. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Perfect attendance awards. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Providing a reward for the class with highest number of attendances for the month 	<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?	
<ul style="list-style-type: none"> Activities calendar Parent letters notifying their child's attendance Fundraising events such as bake sales, etc. Flyers and parent notification sent in their native language 	

KEY STRATEGY 2	Increase student achievement
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
We will continue to increase our family and community engagement through:	
<ul style="list-style-type: none"> The MTSS/RTI model, a school-based team, will use several forms of data (I Ready, student assessments, etc.) to provide a preventive framework that identifies students in need of academic and social/behavioral interventions. Parent(s)/guardian(s) are invited to be an integral part of the process. Parents get a closer look at their child's progress and/or deficits in their child's learning. Families 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 2

<p>will be sent home with recommendations & strategies to better support the interventions and be reinforced at home.</p> <ul style="list-style-type: none"> • Students will be celebrated for their academic achievement through an honor roll assembly, which will include an I Ready award. 	
	<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?	
<ul style="list-style-type: none"> • Calendarizing MTSS/RTI meetings every 6 weeks (about 1 and a half months). • Families' invitation for breakfast/dinner celebration for students on the honor roll. • Notifying parent(s)/guardian(s) on their child's progress (parent-teacher conferences, progress reports, etc.) • Through parent surveys and using that data to better improve school communication. • Academic power hour (after school instruction) Morning Instruction and Saturday school. 	

KEY STRATEGY 3	Develop positive behavior
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	
<ul style="list-style-type: none"> • MVLA will hold school wide No place for hate activities to acknowledge the hard work, commitment, and dedication of students, teachers, staff, parents, and community leaders in support of acceptance, tolerance, allyship, diversity, equity, and inclusion. • MVLA will promote a district wide community event in which families walked their children to school to take a stand against hate. Families will be encouraged to wear the district school colors. 	When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • PBIS positive behavior awards to reward students for their efforts in being an upstanding scholar demonstrating respect, perseverance, work ethic and leadership qualities. 	<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?	
<ul style="list-style-type: none"> • Quarterly assemblies • Monthly student acknowledgement such as student of the month. 	

KEY STRATEGY 4	Connect families with resources (community and school)
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Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
<ul style="list-style-type: none"> Bringing community organizations to the school for parent learning sessions School Based Liaison reaching out to families that would benefit from additional resources based on families identified by school staff 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<ul style="list-style-type: none"> Effectively communicating and sharing resources and services that MVLA offers to family 	<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?		
<ul style="list-style-type: none"> Flyers for parent learning sessions School Based Liaison calling and outreach to families Having at least 2 parent sessions in the fall and 2 in spring semester Westchester Institute for Human Development (2024-2025) 		

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>
Monthly Parent Engagement Activities	Parent Attendance Logs	We hope to see an increase in parent attendance from parent sign-in sheets from workshops attended.	
Parent Evaluation Forms	Review of Parent Evaluation Forms from workshops/ activities attended	We hope to see the parents' responses on the evaluation forms indicate that the workshops attended are purposeful in supporting their child's academic progress.	

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)	Parent Attendance from school workshops and events	By January 2025, there will be a 7% increase in families attending school workshops as evidence through sign in sheets/logs	
End-of-the Year Targets	Increase Parent engagement activities offered and attended	By June 2025, there will be a 15% increase in parent activities offered by MVLA and attended by families	

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			65% YES	
Staff Survey			65% YES	
Family Survey			65% YES	

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We will continue our commitment to the implementation of the RTI (Response to Intervention)/MTSS blocks with fidelity.</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"> • 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? 	<ul style="list-style-type: none"> • To provide students with an educational experience which will give them the necessary tools to compete globally, we need to ensure students are performing at or approaching grade level standards. • The master schedule will include dedicated RTI blocks to support ELA and math deficiencies. RTI blocks will be dedicated to small group instruction. • This commitment is essential as students require additional support to close the academic gaps. • As we continue to work diligently to reduce the achievement gaps, students advance towards meeting grade level expectations which will yield additional opportunities to expand enrichment and/or project-based learning.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<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>
MTSS/RTI Monthly Meetings	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> • Data shows a need for a preventative system • To identify students in need of support and intervention. • Plan and provide support to teachers/staff

Commitment 3

		<ul style="list-style-type: none"> During PLCS, MTSS team member (s) help teachers implement effective instructional strategies on ways to conduct progress monitoring (e.g., monthly SMART Goal)
Classroom visits during the RTI block	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> Intended to provide feedback from administration and colleagues to cultivate success. Observe strategies and implementation to determine support and/or professional development needed.
Data-driven interventions with progress monitoring	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> I-Ready and NYS Assessment data provide evidence to support a need for academic intervention. (Insert actual percentages) Using the district wide Data Tracker to input results of assessments and progress monitoring, teachers will be able to see the increase/decrease of students' progress.
Provide teachers with research-based strategies that support students' academic, behavioral, social, and emotional growth.	NEW EXPAND REFINE	<ul style="list-style-type: none"> During the year-long professional development teachers will be provided with research-based strategies This is a key strategy that will be expanded and refined

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

Classroom visits will continue, but they now include visits from administration and colleagues to share best practices. RTI referrals initially made by the classroom teacher can now also be made by the MTSS/RTI team after close analysis of most current data.

Implementation

KEY STRATEGY 1	MTSS Monthly Meetings
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
➤ RTI meetings are calendarized to ensure students' progress is tracked and parent and support staff are informed.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
➤ The school counselor will schedule meetings to include the MTSS Team, classroom teacher, administration, and the parent to review the academic and/or behavioral concerns. During the meeting, a collaborative action plan inclusive of a follow-up date will be developed during the meeting to support the students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
➤ After all academic and/or behavioral support options are explored and when necessary, the school psychologist will facilitate referrals to the CSE.	<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	

Commitment 3

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

www.interventioncentral.org
www.I-ready.com
 MTSS Center

KEY STRATEGY 2

Classroom visits during the RTI block

IMPLEMENTATION

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

When will this be in place?

➤ **Quarterly Classroom Intervisitation (during RTI block) between colleagues followed by timely feedback during staff/curriculum meetings and in One Note**

by EPM
 by MYB

➤ **Monthly classroom visits (during RTI block) completed by administration followed by timely feedback during staff/curriculum meetings and in One Note**

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?

- Microsoft Office 365
- I-Ready, Dibels, Imagine Learning

KEY STRATEGY 3

Data-driven interventions with progress monitoring

IMPLEMENTATION

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

When will this be in place?

➤ Teachers will use i-Ready, Dibels, Imagine Learning, etc. As data points to begin implementation of intervention

by EPM
 by MYB

➤ Teachers will be able to progress-monitor students' behavioral or academic growth every six weeks or as needed.

by EPM
 by MYB

➤ **Data Analysis:** Educators review assessment data and test scores to gain insights into how students are progressing
 ➤ link content standards in lesson topics for planning instruction and assessment

by EPM
 by MYB

➤ With the assistance of the Director of Humanities for curriculum and instruction, they can support the teachers by coming in and giving them support during the progress monitoring process

by EPM
 by MYB

➤ Fall and Spring data meetings with Administration

by EPM
 by MYB

RESOURCES

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

Year-long professional development where teachers can use the time to familiarize themselves with the data points and continue to enhance their knowledge on progress monitoring

Commitment 3

During PLC time teachers will have time to meet in the conference room and analyze the trends with the i-ready progress for their students
Data Board/Data Tracker

KEY STRATEGY 4	Provide teachers with research-based strategies that support students' academic, behavioral, social, and emotional growth.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		
➤ During our monthly curriculum meetings, teachers will be able to work on gaining more knowledge on strategies that will support the students in their classrooms		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
➤ During PLC meetings, teachers can discuss their implementation of research-based strategies and discuss next steps and progress monitoring.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
➤ Teachers are welcome to share their best practices in terms of student growth in their classrooms.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
➤ Coaching – Having a math and ELA coach work with individual teachers to support their efforts with progress monitoring and implementation of research-based strategies.		<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?		
www.interventioncentral.org www.I-ready.com Scholastic Library https://www.rtinetwork.org/learn/behavior-supports		

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)
MTSS Monthly Meetings	BOY data from i-Ready	We hope to see the first MTSS meeting to have been completed. Students in the school have been analyzed and a list of those students struggling created.	

Commitment 3

Classroom visits during the RTI block	Look/Review the Grade Level PLC minutes to notice MTSS discussions and need	We hope to see teachers analyzing the BOY data to inform their instruction and scheduling time to conduct intervisitations as needed.	
Data-driven interventions with progress monitoring	BOY data from i-Ready DIBELS data Learning A-Z Running Records	We hope to see teachers and staff looking at the data and planning their progress-monitoring activities. This will inform their direct instruction during the Rtl blocks.	
Provide teachers with research-based strategies that support students' academic, behavioral, social, and emotional growth	BOY data from i-Ready	A review of RTI protocols will be conducted at the beginning of the school year. Research-based interventions will be shared with all staff members to support a specific reading deficiency. iReady assessment prescriptions will be incorporated	

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)	MOY i-Ready and DIBELS Data update	By January 2025, Reduction of the number of RTI referrals by 35%. Administrative MTSS checklist reveals implementation with 65% fidelity.	

Commitment 3

<p>End-of-the Year Targets</p>	<p>BOY, MOY, and EOY i-ready and DIBELS data</p>	<p>Administrative MTSS checklist reveals implementation with 80% fidelity.</p> <p>Triangulated assessment data denotes an increase in grade level proficiency rates by 65%.</p>	
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Spring Survey Targets

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

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

COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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> 	

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?	<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>
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Commitment 4

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	<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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

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

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	<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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 4

by EPM
 by MYB

RESOURCES

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

KEY STRATEGY 4

IMPLEMENTATION

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

When will this be in place?

by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB

RESOURCES

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

Progress Targets

Early Progress Milestones

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

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

Commitment 4

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

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

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

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <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				
Staff Survey				
Family Survey				

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

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

Our Team's Process

Learning As A Team

Directions

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

Student Interviews

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

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.