



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mount Vernon City School District	Mount Vernon STEAM Academy	9-12

Collaboratively Developed By:

The MV STEAM Academy SCEP Development Team
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And in partnership with the staff, students, and families of MV STEAM 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

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Every child has the opportunity to take full ownership of their learning through a STEAM lens.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is influenced by the Student Interviews. Students expressed a need for their voices to be taken into consideration when planning and implementing learning approaches. This led us to consider practices that enhance students' ability to drive and shape their own education through a STEAM lens. The STEAM Academy is focused on encouraging parent and student involvement to help build a STEAM culture centered around the 4 C's and the 5 E's.</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>Establish Focus Groups</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>So that all stakeholders have the opportunity to make their voices heard and to have input on school policy.</p>
<p>Use of surveys to enlist student choice</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>To assess progress made on the commitment to student ownership of their education. We are refining in it by modifying questions and increase sample size.</p>
<p>Civic minded projects & School based student leadership opportunities</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>We are using this as an alternative assessment and as a culturally responsive practice. We are opening the civic readiness program to seniors and freshman.</p>

Commitment 1

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
Create groups of students, staff, and parents to meet in focus group meetings throughout the year.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Interview groups on different topics related to student choice and policy in the building.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<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?	
Light refreshments for meetings	
Schedule meetings and communicating with stakeholders.	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
Using Microsoft Forms for ease of data collection	<input type="checkbox"/> by EPM <input checked="" 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
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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?	
Schedule meeting for data review	

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

Commitment 1

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Schedule meetings with Social Studies teachers

KEY STRATEGY 4														
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%;">When will this be in place?</th> </tr> </thead> <tbody> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> <tr> <td> </td> <td><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</td> </tr> </tbody> </table>		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
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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)
Establish Focus Groups	Participation in Focus Groups	30% participation amongst all stakeholders involved.	
Use of surveys to enlist student choice	Student participation in Surveys	50% of students will complete surveys.	
Civic Readiness program	Participation in Civic Readiness program	40% of ninth grade and select twelfth grades students will participate	

Commitment 1

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)	<ul style="list-style-type: none"> • Participation in Focus Groups • Student participation in Surveys • Participation in Civic Readiness program 	<ul style="list-style-type: none"> • 65% participation amongst all stakeholders involved • 40% of students will complete surveys • 60% of ninth grade and select twelfth grades students will participate 	
End-of-the Year Targets	<ul style="list-style-type: none"> • Participation in Focus Groups • Student participation in Surveys • Participation in Civic Readiness program 	<ul style="list-style-type: none"> • 70% participation amongst all stakeholders involved • 60% of students will complete surveys • 100% of ninth grade and select twelfth grades students will participate 	

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"> • STEAM Academy offered several ways for students to be a part of shaping their learning. • STEAM Academy has a Student Body 		<ul style="list-style-type: none"> • 90% • 90% • 75% 	

Commitment 1

	<p>Government that represents my class.</p> <ul style="list-style-type: none"> • I participated in at least one school activity or extracurricular. 			
Staff Survey	<ul style="list-style-type: none"> • The school makes sure all students can experience success. • I believe STEAM Academy takes students' voices into consideration when planning and implementing its learning approaches. • I am capable of advocating and expressing ideas that will amplify student voice and increase participation in decision making. 		<ul style="list-style-type: none"> • 90% • 90% • 90% 	
Family Survey	<ul style="list-style-type: none"> • STEAM Academy offered several opportunities for families to partner with students and faculty as collaborative decision makers in their child's education. • I believe STEAM Academy takes students' voices into consideration when planning and implementing its learning approaches. 		<ul style="list-style-type: none"> • 70% • 90% 	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to increasing our graduation rate by providing the highest quality education in a supportive environment.
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? 	<p>While fulfilling the New York State graduation requirements the Mount Vernon STEAM scholars will incorporate project based learning to develop critical thinkers and doers</p> <p>The Mount Vernon STEAM Academy faculty and staff strive for nothing less than excellence in everything our scholars do. Their academic success and well being are the most important aspects in our learning community. Students shared in interviews that there is an overwhelming need for access to and knowledge of social emotional support services available to them.</p> <p>The commitment was chosen as it aligns with our vision and mission.</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>
Academic Intervention before, during, and after school.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students who are struggling academically need more intensive interventions.
Schoolwide SEL activities	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Student mental well-being is a key component to their overall academic success. We will integrate more community-based activities into our existing STEAM days to provide more SEL opportunities for students.
Promote reading and writing across all subject areas.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	IReady data for the incoming 9 th grade students struggle in vocabulary, reading comprehension, and informational text analysis.

Commitment 2

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
Identify students in need of Tier 3 (RTI) interventions through classroom and assessment data.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Schedule location and time for students to receive interventions.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Meet with key stakeholders (parents, teachers, counselors, and administrators) to develop individualized learning plans for identified students.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Enrollment in Academic Power Hour and Saturday School	<input type="checkbox"/> by EPM <input checked="" 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?	
Schedule meetings to discuss Mark Verification Report and FFA data with counselors and teachers.	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
We will integrate more community-based activities into our existing STEAM days to provide more SEL opportunities for students.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
The counseling team will hold events throughout the year to promote mental health awareness.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Utilize the CASEL framework to promote SEL through explicit instruction and trusting relationship.	<input checked="" 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?	
Professional development CASEL framework	

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
When will this be in place?	
Teachers will frontload vocabulary at the beginning of each unit.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Students will use graphic organizers for analysis	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Students must justify their thought processes for all solutions in all subjects in a structured and grammatically correct way.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 2

	<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 4	
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
	<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?	

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)
Academic Interventions	Mark Verification report, report cards, Common Assessment results	85% of students will be making satisfactory progress towards the standards in all core courses	
SEL program	Attendance at SEL events	90 % of students will participate in at least one SEL activity	

Commitment 2

<p>Reading and writing across all subjects</p>	<p>Common Assessment results, State Test scores, teacher data</p>	<p>80% of students will be making satisfactory progress in their reading and writing skills</p>	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p>Mid-Year Benchmark(s)</p>	<ul style="list-style-type: none"> • Common Assessment data, Report Card data • Participation in SEL activities • Common assessment data, Project based learning reports, teacher data 	<ul style="list-style-type: none"> • 90% • 95% • 90% 	
<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> • Common Assessment data, Report Card data • Participation in SEL activities • Common assessment data, Project based learning reports, teacher data 	<ul style="list-style-type: none"> • 100% • 100% • 100% 	

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	<ul style="list-style-type: none"> • My school has helped me develop the skills and knowledge I will need after I graduate. • There are bulletin boards promoting Social and Emotional Health support services that are available to me. • I participated in the Academic Power Hour and or Saturday School • STEAM offers programs that introduce students to a post-secondary educational experience. 		<ul style="list-style-type: none"> • 80% • 90% • 80% • 90% 	
Staff Survey	<ul style="list-style-type: none"> • I feel that I have the resources, strategies, and content to achieve this commitment. • I am given the instructional support I need to teach my students. • I am given the time to collaborate with my peers, to share best practices and to develop lessons 		<ul style="list-style-type: none"> • 100% • 80% • 90% 	
Family Survey	<ul style="list-style-type: none"> • Students receive the support they need for academic and career planning. • My child feels connected to the MV STEAM family. 		<ul style="list-style-type: none"> • 90% • 90% • 95% 	

Commitment 2

	<ul style="list-style-type: none">• MV STEAM creates a welcoming and supportive atmosphere that my student enjoys attending daily.			
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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 are committed to delivering an academically rigorous and culturally relevant curriculum.
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? 	<ul style="list-style-type: none"> • Our vision explicitly states that as a school we will provide access to a rigorous curriculum that is aligned to the Next Generation Learning Standards and prepares students to succeed outside of the school building. • This commitment was chosen based on our ongoing vision of MV STEAM, the feedback from both teachers and students in the form of student and staff surveys and exam data.

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>
Create and implement unit and lesson plans that are aligned to the district’s curriculum and includes the four C’s (creativity, collaboration, communication, and critical thinking)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Planning is a key component to teaching. Teachers will incorporate Learning Targets and Success Criteria so students can self-assess throughout the lesson.
Increase intentional cooperative learning and collaborative activities.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will incorporate project based learning assessments in each marking period for all subjects.

Commitment 3

Monitor student progress through 5 week data cycles	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Teachers will administer Common Assessments every 5 weeks to identify weaknesses in learning standards to drive instruction.
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For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers will submit weekly lesson plans to receive feedback from administration.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Teachers will meet in PLC's to discuss best practices and data.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Administrators will use data from Walkthroughs to conduct teacher meetings and provide feedback.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Administrators will examine formal observation data to determine weaknesses in teacher practice in various domains to build teacher capacity.	<input type="checkbox"/> by EPM <input checked="" 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?	
Schedule PLC meetings, grade level meetings	
Use of EdVista, Schoology for lesson plans,	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Each marking period teachers will assign a Project Based Assessment	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Teachers will receive Professional Development for Project Based Learning	<input type="checkbox"/> by EPM <input checked="" 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?	
PLC meetings, classroom materials for hands on projects	

Commitment 3

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Teachers will meet in subject teams to develop Common Assessments	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Teachers will use PLC meetings to complete diagnostics on Assessment data and to plan for future instruction	<input type="checkbox"/> by EPM <input checked="" 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?	
PLC meetings, diagnostic form	

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

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>)

Commitment 3

Teacher unit and lesson plan creation	<ul style="list-style-type: none"> • Submission of lesson plans on Schoology • Use of higher order thinking questions • Walkthrough data 	<ul style="list-style-type: none"> • 100% of teachers will submit lesson plans weekly. • 80% of teachers will be using High level questions in their instruction. • 100% of students will be engaged in meaningful instruction in all courses. 	
Project Based Learning Opportunities	<ul style="list-style-type: none"> • Teacher assessment data 	<ul style="list-style-type: none"> • 100% of students will have completed a Project Based Learning Assessment 	
5- week monitoring through Common Assessments	<ul style="list-style-type: none"> • Common Assessment grades 	<ul style="list-style-type: none"> • 80% of students will be making progress towards the standards in every subject 	

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)	<ul style="list-style-type: none"> • Submission of lesson plans on Schoology • Use of higher order thinking questions • Walkthrough data • Teacher assessment data • Common Assessment grades 	<ul style="list-style-type: none"> • 100% • 90% • 100% • 100% • 90% 	

Commitment 3

<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> • Submission of lesson plans on Schoology • Use of higher order thinking questions • Walkthrough data • Teacher assessment data • Common Assessment grades 	<ul style="list-style-type: none"> • 100% • 100% • 100% • 100% • 100% 	
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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>	<ul style="list-style-type: none"> • I know what it takes to do well on tests • I feel challenged at school • I learn from class lessons • I feel prepared to do well on class assignments • My teachers expect me to do my best • My school sets high learning standards. 		<ul style="list-style-type: none"> • 90% • 80% • 85% • 85% • 95% • 85% 	
<p>Staff Survey</p>	<ul style="list-style-type: none"> • I feel that I have enough resources, strategies, and content 		<ul style="list-style-type: none"> • 90% • 100% • 95% • 95% 	

Commitment 3

	<p>to achieve this commitment</p> <ul style="list-style-type: none"> • Helping students meet challenging academic goals is a primary focus of my school • Students are learning what they need to be successful in the next grade or after graduation • I am given the instructional support I need to teach my students. 			
Family Survey	<ul style="list-style-type: none"> • I am satisfied with the education my child receives in school 		<ul style="list-style-type: none"> • 90% 	

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? <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>
Elizabeth Klippert	Math Teacher		5/15	5/23	5/31	6/6	6/14	6/10, 6/25
Christopher Pearce	Principal		5/15	5/23	5/31	6/6	6/14	6/10, 6/25
Iris Pogue	Counselor		5/15	5/23		6/6	6/14	6/25
Tobias Mag	ENL Teacher		5/15	5/23	5/31	6/6	6/14	6/10, 6/25
Frank Claro	Social Studies Teacher		5/15	5/23		6/6	6/14	6/10
Ana Rodriguez	Science Teacher		5/15	5/23	5/31	6/6	6/14	6/10, 6/25
Monique Bell	Teaching Assistant		5/15	5/23		6/6		6/10

Our Team's Process

Mehki Pinkney	Student		5/15	5/23	5/31	6/6	6/14	6/10

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

Student Interviews gave us insight into how student's felt regarding the policies and procedures in the building. These interview results gave the team ideas on how to create a more positive learning environment.

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.