



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mount Vernon CSD	Pennington School	PreK-8

Collaboratively Developed By:

The Pennington SCEP Development Team:

- Dr. Melissa M. White, Principal
- Ms. Bianca Gentile, School Counselor
- Ms. Kerry Bradshaw, Teaching Assistant
- Mrs. Narjis Raza, English as a New Language (ENL) Teacher
- Ms. Nicole Boone-Muckler, Teacher
- Mr. Dennis Richmond, Jr., Teacher
- Ms. Giselle Cabarcas, Speech Language Pathologist
- Ms. Margaret Ellis, Parent
- Aiden Ellis, Student
- Mrs. Friedman-Jackson, Special Education Teacher

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

Guidance for Teams

Template

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

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

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>We commit to creating and cultivating a nurturing and culturally competent learning environment in which students are empowered through rigorous coursework, literacy, and student-selected programming that fosters 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>According to the interviews, students reported an inability to understand the meaning of words and their context. We want to make grade-level transition attainable.</p> <p>We envision Pennington as a school with a heart, where students can have daily check-ins with Pupil Services, a place where students come to learn and grow in diverse settings that celebrates our different cultures and encourage student individual perspectives.</p> <p>The team believes we need to continue to create and cultivate an environment of acceptance and affirmation.</p> <p>Based on parent feedback, parents would like to see their cultures celebrated/recognized in the classroom. This will enable students to feel belonging and support their individual identities in the classroom.</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>Climate Survey</p>	<p><input type="checkbox"/> REFINE</p>	<p>We learned from our needs assessment that the surveys are valuable in providing</p>

Commitment 1

		insight into opinions about Pennington. We will refine the survey questions to take a deeper dive into strategies in what we can do better.
Social Emotional Learning	<input type="checkbox"/> EXPAND	Based on student responses, work must continue with SEL at Pennington. We plan to expand our efforts by using all stakeholders in the school building to provide support to students.
Lunch Bunch	<input type="checkbox"/> NEW	This is the right strategy to help foster and develop relationships between teachers and students. It will also allow students to forge relationships with their peers.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The climate survey will be given electronically to students, staff and parents. The survey will be translated to Spanish, Portuguese and Arabic to meet the language needs of our community.	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Create the survey on Microsoft forums. Schedule for the administration of the survey.	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
The implementation of Social Emotional Learning (SEL) involves a structured approach to developing students' social and emotional competencies. Social Emotional Learning is embedded within the curriculum and teachers integrate SEL concepts into regular academic lessons. Additionally, our school creates a supportive and inclusive environment that promotes respect, empathy, and collaboration among students and staff. Students and families also have access to Pupil Personnel Services (PPS). Our school counselor, psychologist, and social worker provide individual and group support for individuals needing additional social-emotional support	<input type="checkbox"/> by EPM

Commitment 1

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Calendar of SEL activities Teacher training and professional development School culture and environment Character education curriculum Support services (school counselor, psychologist and social worker) Monthly SEL guidance lessons	

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
When will this be in place?	
Teachers and support staff will meet during lunch with a small group of students (rotate) to build and strengthen relationships. Through implementing Lunch Bunch programs, we aim to support the academic progress, and social/emotional development of all students. Our goal is to create a supportive environment that promotes students' academic, and social/emotional well-being throughout the school year.	<input type="checkbox"/> by EPM
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scheduling Dedicated Space (Classroom, support staff space) Facilitators Materials and supplies	

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>)
Student Data	S.M.A.R.T Goals	Specific, measurable, attainable, realistic and timely goals based on student needs. Decisions and adjustments will be made based on their goals and if they have attained the goal within a specific time frame.	
Adult/Schoolwide Behaviors and Practices	Evidence of school-based practices: PBIS, character education themes, S.M.A.R.T goals and SEL	Adult/schoolwide behaviors and practices must be shown through evidence.	
Student Behaviors and Practices	Student understanding of school-wide academic and behavioral expectations	Incorporating the voice of the students for example classroom rules, procedures, routines, sharing ideas/interests and goals etc.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)

Commitment 1

<p>Mid-Year Benchmark(s)</p>	<p>Survey (mixed with open-ended questions and multiple choice)</p>	<p>Constructive feedback that helps to inform our shared decision-making process. Decisions and adjustments will be made based on feedback received.</p>	
<p>End-of-the Year Targets</p>	<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024 - 2025 school year</p>	<p>Survey for students: Increase by at least 20% (strongly agree) with the statement: “I can be myself at this school.”</p> <p>Survey for Staff: Increase by at least 25% (strongly agree) with the statement: “I feel that my students are meeting grade level expectations”</p> <p>Survey for Family: Increase by at least 35% (strongly agree) with the statement: “I feel like I’m part of the school community.”</p>	

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>	<ol style="list-style-type: none"> 1. I feel the staff listens to my thoughts and opinions on matters both in and out of school. 2. I feel like I am a valued member of this school. 3. I feel that staff support me socially, emotionally, and academically. 4. I can be myself at this school. 	<ol style="list-style-type: none"> 1. Strongly agree/agree = 55% 2. Strongly agree/agree = 61% 3. Strongly agree/agree = 60% 4. Strongly agree/agree = %48% 	<p>At least 50% of respondents will agree or strongly agree with the statements</p>	

Commitment 1

	5. My grades are improving because of small groups.	5. Strongly agree/agree = %53%		
Staff Survey	<ol style="list-style-type: none"> 1. Students come to school prepared and ready to learn. 2. The instructional strategies are preparing my students to meet grade level expectations. 3. I feel that my students are meeting grade level expectations. 4. Students in my school are treated with respect. 5. I feel valued in this school. 	<ol style="list-style-type: none"> 1. Strongly agree/agree = 79% 2. Strongly agree/agree = 72% 3. Strongly agree/agree = 72% 4. Strongly agree/agree = 95% 5. Strongly agree/agree =91% 	At least 50% of respondents will agree or strongly agree with the statements.	
Family Survey	<ol style="list-style-type: none"> 1. I feel valued. 2. My child's teachers and administrators communicate strategies implemented in the classroom. 3. I can communicate my child's academic and social-emotional needs with my child's teachers. 4. My child is accepted in this school. 5. I feel like I'm part of the school community. 	<ol style="list-style-type: none"> 1. Strongly agree/agree = 88% 2. Strongly agree/agree = 94% 3. Strongly agree/agree = 95% 4. Strongly agree/agree = 97% 5. Strongly agree/agree = 86% 	At least 50% of respondents will agree or strongly agree with the statements.	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to providing opportunities for students to engage in rigorous and meaningful learning that promotes academic growth, real world application, and lifelong intrinsic learning.</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>Students shared in the survey that they would like classrooms to have opportunities to share personal stories and experiences outside of the classroom. In conjunction student experiences and interest can be woven into the curriculum in the form of student choice, narratives, and shared celebrations based on completion of curriculum-based assignments.</p> <p>Students will engage in project-based learning opportunities that promote critical thinking, academic rigor, and real-world application. Students will draw on their cultural background, personal experience, and peer collaboration as it aligns to state standards.</p> <p>In consideration to multiple modalities of learning lessons will include a multi-sensory learning approach. This includes use of kinesthetics (manipulatives), auditory (music, read aloud, and presentations), visual (pictures and video), and tactile (learning from environmental manipulation).</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>Diagnostic Assessments</p>	<p><input type="checkbox"/> EXPAND</p>	<p>Pennington will expand on the importance of iReady assessments throughout the year. We want students to</p>

Commitment 2

		take these assessments and understand their own scores to create plans of improvement.
Increased emphasis of MTSS	<input type="checkbox"/> REFINE	MTSS is a newer concept to Pennington therefore we will continue to work on scheduling for groups, review of student data, and strategies to move students among the tiers during small group instruction.
Structured Vertical Team Collaborations	<input type="checkbox"/> NEW	Vertical teams will be put in place to allow staff members the opportunity to learn about the grade level curriculum and desired outcomes for students.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Students will be assessed throughout the year at the beginning, middle and end to monitor growth and develop instructional groups.	When will this be in place? <input type="checkbox"/> by EPM
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
iReady assessments, iReady reports, DIBELS, Unique Learning, Progress monitoring, state exams, regents, APH	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
The RTI/Small group period(s) will be embedded into the Master Schedule. Teachers will plan for different groups during the period. The building MTSS team will meet monthly to discuss data and referrals. Teachers will submit referrals and documentation on time as necessary. Reading specialists will work with tier 2 and 3 students. Use student data and prior knowledge to foster critical thinking and taking risks.	When will this be in place? <input type="checkbox"/> by EPM
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, MTSS manual, reading specialists/AIS, MTSS team, lesson plans, iReady diagnostic data	

Commitment 2

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
A representative from each grade level and subgroup will meet once a month to discuss school goals, instructional data, PD and turnkey the information to their colleagues.	When will this be in place? <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, representative from each grade/subgroup, SCEP plan, PD plan, building level data	

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>)
Student Data	Curriculum assessment data, state data, district data, and S.M.A.R.T goals	Increase in the percentage of student growth and progress. Meeting state and/or grade level expectations.	
Adult/Schoolwide Behaviors and Practices	Explaining the purpose and significance of assessments and meeting S.M.A.R.T goals.	Targeted instruction, differentiated instruction, test-taking strategies, spiraling, redirection and reteaching strategies, one-to-one conferences with students, and adjustments to RTI grouping based on data.	
Student Behaviors and Practices	Understanding the purpose and significance of assessments.	Increased progress with work and study habits, test-taking strategies, and reviewing their individualized goals.	

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 (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	Curriculum assessment data, state data, and district data	Increase in the percentage of student growth and progress. Meeting state and/or grade level expectations.	

Commitment 2

<p>End-of-the Year Targets</p>	<p>Quantitative and/or qualitative data</p>	<ul style="list-style-type: none"> ▪ By June 2025, the goal of Pennington School is to increase the overall number of ELA Tier 1 students (on or above grade level) in iReady (grades 2 – 8), DIBELS (grades K – 1) assessments from 50% to 55%. ▪ By June 2025, the goal of Pennington School is to increase the overall number of Math Tier 1 students (on or above grade level) in iReady (grades 2 – 8), DIBELS (grades k – 1) from 40% to 45%. ▪ Unique Learning assessments for students with disabilities in our Autism cohort. ▪ Dynamic and NYSSA assessment for students in cohort. ▪ i.e. (progress reports, IEP goals, benchmark assessments) ▪ With this data, we believe that we can improve our students' achievement by engaging all stakeholders to participate and support the learning process. The plan we've created will help us in ensuring that our students are engaging in rigorous and meaningful learning. An assessment will be given every 6-8 weeks (about 2 months) covering the standards that were 	
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Commitment 2

		<p>taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction and to monitor student growth. Information will be shared with parents and academic</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:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1. I feel the staff listens to my thoughts and opinions on matters both in and out of school. 2. I feel like I am a valued member of this school. 3. I feel that staff support me socially, emotionally, and academically. 4. I can be myself at this school. 5. My teachers want to hear about what I do when I'm not in school. 	<ol style="list-style-type: none"> 1. Strongly agree/agree = 55% 2. Strongly agree/agree = 61% 3. Strongly agree/agree = 60% 4. Strongly agree/agree = 48% 5. Strongly agree/agree = 53% 	At least 50% of respondents will agree or strongly agree with the statements.	
Staff Survey	<ol style="list-style-type: none"> 1. Students come to school prepared and ready to learn. 2. The curriculum is preparing my students to meet grade-level expectations. 	<ol style="list-style-type: none"> 1. Strongly agree/agree = 79% 2. Strongly agree/agree = 72% 3. Strongly agree/agree = 72% 	At least 50% of respondents will agree or strongly agree with the statements.	

Commitment 2

	<ul style="list-style-type: none"> 3. I feel that my students are meeting grade level expectations. 4. Students in my school are treated with respect. 5. I feel valued in this school. 	<ul style="list-style-type: none"> 4. Strongly agree/agree = 95% 5. Strongly agree/agree =91% 		
Family Survey	<ul style="list-style-type: none"> 1. I feel valued 2. My child's teachers and administrators communicate with me regularly. 3. I can communicate my child's academic and social emotional needs with my child's teachers. 4. My child is accepted in this school. 5. I feel like I'm part of the school community. 	<ul style="list-style-type: none"> 1. Strongly agree/agree = 88% 2. Strongly agree/agree = 94% 3. Strongly agree/agree = 95% 4. Strongly agree/agree = 97% 5. Strongly agree/agree = 86% 	<p>At least 50% of respondents will agree or strongly agree with the statements.</p>	

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>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 3

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

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Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
	When will this be in place? <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
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

Commitment 3

	<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 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)

Commitment 3

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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 <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				

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?	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>
	<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.*

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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.

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Mid-Year Benchmark(s)			
End-of-the Year Targets			

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	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 SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Melissa White	Principal	6/4/24	6/4/24	6/13/24	6/13/24	6/14/24	6/20/24	6/13/24 6/20/24 6/21/24
Bianca Gentile	School Counselor	6/4/24	6/4/24	6/13/24	6/13/24	6/14/24	6/20/24	6/13/24 6/20/24 6/21/24
Kerry Bradshaw	Teaching Assistant	6/4/24	6/4/24				6/20/24	6/13/24 6/20/24 6/21/24

Our Team's Process

Narijis Raza	ENL Teacher	6/4/24	6/4/24	6/13/24	6/13/24		6/20/24	6/13/24 6/20/24 6/21/24
Nicole Boone-Muckler	Teacher	6/4/24	6/4/24				6/20/24	6/13/24 6/20/24 6/21/24
Dennis Richmond Jr	Teacher	6/4/24	6/4/24		6/13/24		6/20/24	6/13/24 6/20/24 6/21/24
Giselle Cabarcas	Speech Teacher	6/4/24	6/4/24	6/13/24			6/20/24	6/13/24 6/20/24 6/21/24
Margarat Ellis	Parent	6/4/24	6/4/24					6/13/24
Aiden Ellis	Student	6/4/24	6/4/24					6/13/24
Jaclyn Friedman-Jackson	Special Education Teacher	6/4/24	6/4/24	6/13/24			6/20/24	6/13/24 6/20/24 6/21/24

Learning As A Team

Directions

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

Student Interviews

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

Our scholars are honest and forthright about our school community, staff, and climate of the school. Overall, our scholars have a desire to see more cultural and diverse events, opportunities to express their creativity, and individuality. They expressed they have enjoyed the events, and various initiatives to strengthen our climate and culture but they want us to go to the next level of incorporating events like science fairs, talent shows, plays, mentoring programs, visuals of students' cultures and heritage, and much more. Tb herefore, our team has committed to incorporating their recommendations because their voice is valuable.

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.