



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Mt. Vernon City School District	The Rebecca Turner Academy	9 th -12 th

Collaboratively Developed By:

The Rebecca Turner Academy SCEP Development Team

(Mr. Troy Newbey, Brother Arthur Muhammad, Ms. Jennifer Goire-Peralta, Dr. Osman Joasil, Ms. Serna Sheba, Mr. Premenauth, Ms. Denise Williams. Ms. Benisha Harris, Marquise Ham)

And in partnership with the staff, students, and families of The Rebecca Turner 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.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>The staff at RTA is committed to increasing:</p> <p>Student Attendance - goal 75% attendance rate</p> <p>90% - enrollment, attendance, and graduation rate</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>Avg 63% - even higher if we can get 131 kids better if we could get some off</p> <p>45-50 in and out.</p> <ul style="list-style-type: none"> • In our Constant quest to RTA, to deliver a quality education – Being our 1st year we looked at baseline data/stats and determined these areas are most in need of being addressed. Over 70% of enrolled students had 50% or lower attendance rate prior to coming to us, at previous schools • Disadvantage, ties into mission and vision visibly and present in school allows them to be architects of their own destiny – going to Newburgh project based, no foundational skills to be successful in all academic • Move to a more project-based curriculum, more buy-in cooperative learning, peer- to peer interaction, lightens load from testing • Symbiotic and interrelated/ grow initiative, working with little ones and be able to articulate.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	District goal v. actual School Attendance	We hope to meet the district goal of 90%.	Pre-K met the district attendance goal. Increase in 9-12 student attendance but the district's goal was not met.

Commitment 1

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	RTA STUDENT ATTENDANCE SURVEY		Students have several variables affecting their ability to come and want to be in school.
Staff Survey	Professional Development - survey		
Family Survey	Parent Engagement - survey		A lack of parent involvement for students that are 17-23 years old.

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	Credits / Grades Post secondary plans Student Surveys	Attendance and how it relates to student performance and teacher pedagogy PD - walkthroughs	Overall increase in student academic performance for those students that were more consist with coming to school.

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Student daily Attendance	Any upward trend and increase in student daily attendance.	An increase in student daily attendance

Commitment 1

Adult/Schoolwide Behaviors and Practices	Teacher encouragement, phone calls home	Teacher being proactive in addressing attendance concerns, meetings with parents and students.	More student accountability
Student Behaviors and Practices	Student individual attendance rate.	More student accountability for attending school daily.	Improved daily attendance

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Ensuring the environment is inviting, pleasant and professional	Branding, Spirit week positive messaging that reenforce the expected behavior	Posters

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>The staff at RTA is committed to Increasing the overall Graduation Rate each academic school year.</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>Some of the ways we can Increase our graduation rate are:</p> <ol style="list-style-type: none"> 1. Motivating students by using Technology: Delivery using the internet and several applications used by the district such as EdPuzzle and Imagine Engenuity. This can enhance student engagement and learning, and students can get instant feedback as to where they are with their learning. 2. The use of Standards based assessment to get a baseline measure. After getting a picture of where the class is at, instruction can be so tailored. In addition, periodic assessments can tell you exactly where students are struggling. This can tell you what topics need to rete ached. 3. Personalizing student learning by getting to know what their learning styles are. It also gives a certain amount of ownership of the learning by the students. 4. Incorporating student/parent feedback from climate surveys to design/establish building culture 5. Providing positive reinforcement through PBIS and acknowledgement of efforts through our attendance incentives and Student Recognition assemblies 6. Frequently reviewing performance data to identify tier 3/students of concern and provide tiered supports through MTSS 7. Partnering with community organizations to provide volunteer, internship and training experiences that can lead to job opportunities/placement 8. Creating a student store/center where students can access living essentials/necessities free of charge which would otherwise serve as attendance/graduation barriers

Progress Targets

By the end of the year, we will look to the see the following occur:

	<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 <i>(complete at the end of the year)</i></p>

Commitment 2

End-Of-The-Year Goals	Number of students on track to graduate (report), report cards, regents scores, attendance, assessments, behavioral referrals/suspension data	Increase in student performance data from BOY-EOY, all seniors on track to graduate (passed all regents exams), increase in overall daily attendance rates, decrease in suspensions	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	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	I feel safe and cared for when I am in school	100% agree	A reduce number of student infractions
Staff Survey	I feel supported and given the resources/tools needed to do my job effectively	100% agree	Students seeking assistance for support staff
Family Survey	When my child is in school, I believe they are safe and supported	100% agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	January regents scores, report cards, attendance, surveys, assessment data	Passing scores on regents, increased attendance rates, increase in overall student performance, decrease in suspensions	An increase in students' overall academic performance.

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 2

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance & Progress Reports	Overall attendance rates reaching 80-90% for each grade level & students earning passing grades in all subjects	First semester overall increase in student attendance.
Adult/Schoolwide Behaviors and Practices	Participation/engagement in PBIS, NPFH and other schoolwide initiatives	Staff & student sign up for the various roles within the MTSS, RTI, PBIS & NPFH teams and implementation of such roles/responsibilities	Student collaboration and support of one another's emotional trauma and academic difficulties.
Student Behaviors and Practices	Class participation, Referrals/Suspensions, Participation/engagement in PBIS, NPFH and other schoolwide initiatives	Increased, individual student engagement/participation in class, student sign up for the various roles within the PBIS & NPFH teams and implementation of such roles/responsibilities	Decrease in student infractions, more peer to peer mediations with the Youth Development Specialist.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Assigning each student to a mentor	Mentors will check in daily with assigned students to assess overall state, needs and provide explicit support while reviewing/reinforcing SMART goals	Staff, attendance, classroom, allotted time to meet
Goal Setting Practices	Upon entering RTA, students will meet with Counselor to establish, and progress monitor academic, personal/social and college/career goals throughout the year. Students and Counselor will meet up to 4	Attendance, SMART Goal Setting Template,

Commitment 2

	times a year for an individual meeting. Goals will be supported and reinforced via mentors	
Leadership Opportunities	Through our No Place for Hate and PBIS initiatives, students will have opportunities to develop and demonstrate leadership skills, mentor younger students, create student-led groups & activities that promote a positive and safe school culture/climate while developing skills and cultivating experiences necessary for their future college/career endeavors.	Staff, attendance, allotted time for staff & students to meet, surveys, arts & crafts materials
Lunch Groups/Community Workshops	Students will have opportunities to meet with PPS staff throughout the day to explore and obtain knowledge/skills pertaining to topics such as Goal Setting, Time Management, Healthy Habits/Routines & College and Career Readiness. These small, personal communities allow students to support each other.	Food/snacks, classroom, technology, visuals, props
College & Career Events, Trips & Workshops	Students will have opportunities to visit colleges, meet with admissions counselors, attended schoolwide & community career days and engage in activities/lessons that help students determine their college/career path	Funds for college trips/tours, C2K-K2C Curriculum

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>The staff at RTA is committed to partnering with Community service and health care providers/Outreach, as well as build Partnerships that are long lasting.</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>We are making this commitment because interaction with successful elders in the community could serve as role models for our students.</p> <p>This can take the form of periodic talks by members of the clergy in the community to the students.</p> <p>It has been observed that some students are apt to spontaneously settle disputes through verbal and physical tirades.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Tabulation of the number of altercations that occur daily over a 5-month period in all activity areas: ex. lunchroom; gym; homeroom; and classrooms.</p>	<p>That there is a reduction in the number of altercations over time as we approach the end of the school year in June.</p>	<p>Student infractions were minimal. Support staff were more visible and able to diffuse situations before they escalated.</p>

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>

Commitment 3

Student Survey	Student Survey Questionnaire	100% agree	
Staff Survey	RTA Teacher feedback Survey	100% agree	
Family Survey	RTA Parent Engagement survey	100% agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	-Student Survey -Teacher Survey -Parent Engagement Survey	-80% agree from students -100% agree from Teachers -80% agree from Parents	There is a cultural shift and RTA is starting to build a sustainable educational community of academic excellence.

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

Commitment 3

		necessary to support these strategies?

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The staff at RTA is committed to strengthen and build communication between home and school to enhance educational engagement as well as building trusting relationships with students, staff, parents, and the community so students can graduate in a timely manner.</p> <p>The community at RTA is dedicated to utilizing resources to empower our scholars' emotional well-being and to create opportunities for students to learn across the curriculum. The students will use their prior knowledge as it relates to real-life experiences and examples in social studies, ELA, math, and science. This will be achieved through student conversations pertaining to real-life experiences.</p> <p>The goal at RTA is for every young adult/Scholar to feel safe and respected, and to be able to form trusting relationships with adults, their peers and all stakeholders. According to the student interviews, we were informed that students have positive relationships with their teachers. Students expressed that they feel comfortable expressing their emotions.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Parent engagement during school events	An increase in parent involvement	Parents are not actively involved.

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

	Survey Question(s) or Statement(s)	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	A larger parentage of students that are 17-23 years old are independent and doing things (schooling) on their own.		Education vs Employment is a real struggle

Commitment 4

Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	Parent participation rate with school events.	An increase in parent involvement.	A lack of student and parent involvement surrounding after school events.

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
-more community outreach and to work with	Support staff will network and go out in the community relationships with help health	-School Budget -Support Staff

Commitment 4

service providers that can assist and help families.	care providers that can assist students with their mental health and overall well-being.	-Parents -Wellness room

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 a strategy from the **State-Supported Evidence Based Strategies** 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 Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy 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 strategy, 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 Strategy 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 strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy 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)	

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.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Mr. Troy Newbey	Principal
Brother Arthur Muhammad	Youth Development Specialist
Ms. Jennifer Goire-Peralta	School Counselor
Dr. Osman Joasil	Teacher
Ms. Shena Serna	Teacher
Mr. Premenauth Singh	Teacher
Ms. Denise Williams	Teacher
Ms. Benisha Harris	Parent
Marquise Ham	Student

Our Team's Process

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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		

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

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** 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.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. 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.