



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers Public Schools	Martin Luther King, Jr. Academy	Pre-K-8

Collaboratively Developed By:

The Martin Luther King, Jr. Academy SCEP Development Team
Steve Naber, Ashley Gonzalez, Jonathan Hernandez, Terri McCarthy, Jennifer McSpedon, Angela Petitti, Sophia Tiso, Jennifer Vizcaino

And in partnership with the staff, students, and families of Martin Luther King, Jr. 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.

Guidance for Teams

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

Guidance for Teams

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?	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

--

COMMITMENT I Strengthen student attendance

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>By June 2025, we are committed to improving student attendance by 20% in grades PreK-8 through a schoolwide initiative by identifying and reducing chronic absenteeism.</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>By implementing a school-wide attendance initiative, we can significantly improve students' attendance. We envision our students coming to school every day ready to learn.</p> <p>The data from 2023-24 school year demonstrates that chronic absenteeism leads to lower learning outcomes. We will dedicate 8:05 meetings for ongoing PD for SEL strategies. We envision that students will feel safe and come to school every day ready to learn and succeed. Although our chronic absenteeism has decreased during the 2023-24 school year, we will continue to use the knowledge we gained to drop below 45%.</p> <p>The discussion among the students is that they feel connected to the school, but we want to continue fostering this connection.</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>
----------------------------	---	---

Commitment 1

Incentives for improved attendance	NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students want to be positively recognized through assemblies, award ceremonies, and be recognized for their achievements. Incentives for coming to school on inclement weather days as we are a neighborhood school and most of our students walk to school.
Build Parent/Teacher relationship	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Open communication through Class Dojo, PowerSchool, email, phone conversations, letters home regarding family outreach and utilize past teacher connections. with families
The attendance committee will define goals, share teaching strategies, and resources for the student expectations regarding attendance.	<input type="checkbox"/> NEW <input type="checkbox"/> X EXPAND <input type="checkbox"/> REFINE	Creating a safe learning environment will help increase student attendance. With pupil support we will monitor absenteeism starting in September, including chronic absenteeism.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Weekly attendance reports to be reviewed by staff and identify chronically absent students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Perfect attendance assembly, most improved attendance, and quarterly assemblies to build positive recognition for all students working hard every day to attend school.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
All staff members will facilitate with family outreach to inform parents of the importance of coming to school, the consequences, and the benefits of being in class.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Weekly classroom competition for the top three classes with the highest attendance for the week "Racing Towards Our Attendance Goals!"	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Incorporate Family Nights (multi-cultural night, game night, pasta night, etc.)	by EPM by MYB
Trimester/quarterly assemblies by grade band along with city council member to recognize perfect/improved attendance.	by EPM by MYB
Incorporating Random Rainy-Day Rewards for students in attendance	by EPM by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Weekly attendance reports and certificates for assemblies	
Attendance committee	

Commitment 1

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Every teacher will use Class Dojo for communication about why students are absent and the importance of being in school.	When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
PowerSchool clerk will send home attendance letters for chronically absent students stressing the importance of coming to school regularly.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Pupil support will also reach out to chronically absent students explaining the need to be in school to learn.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time to review this data	
KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Training for all staff members on PBIS	When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Training on the 4 B's Be Safe, Be Respectful, Be Responsible, Be Supportive	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Training on PowerSchool	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time for the training, incentives from the PTSA	
Posters of the 4 B's and PBIS training	

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 1

1	Weekly attendance	We hope to see a 5% decrease in chronic absenteeism	
2	Quarterly attendance	We hope to see an increase in student attendance	
3	Family Outreach	Use ConnectEd to reach out to families regarding the importance of coming to school and student log entries on PowerSchool	

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)	Chronic Absenteeism	A 5% decrease in chronic absenteeism in grades PreK-8	
End-of-the Year Targets	Chronic Absenteeism	A 5% decrease in chronic absenteeism in grades PreK-8	

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)

Commitment 1

Student Survey	Overall, how much do you feel like you belong at your school?	74%	85%	
Staff Survey	How challenging is it to communicate with the families of your students?	46%	56%	
Family Survey	To what extent do you think the children enjoy going to your child's school?	80%	84%	

Commitment 2

COMMITMENT 2 Creating a data driven focus to improve teaching and learning

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>By June 2025, we are committed to creating a data-driven focus where teachers review student data by grade level and MAP data by class. As a result, teachers will engage in professional development to guide instruction.</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>By implementing a professional development plan including congruence and vertical team meetings, we can analyze student data and student work samples. In the 2023-24 school year the data committee has focused on student MAP scores and goal setting. Through discussion we learned that goal setting was effective in moving our students towards academic success.</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>
----------------------------	---	---

Commitment 2

Monthly 8:05 trainings and professional development on ways to enhance methods and strategies	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers need consistent training and support when a new initiative is being implemented. New staff needs to be trained in existing programs. Prioritizing professional development is a must.
Schedule needs to be created for congruence and vertical team meetings	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Vertical teams and congruence meetings need to include Title I and Title III teachers to ensure student success.
The data team will review and present student data to the staff	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The data team will present current MAP data to the staff and set goals for the next benchmark. Teachers and students will conference together to set their goals. The purpose of goal setting is for students to understand the importance of what the scores represent and what steps are needed to achieve that goal. By doing this we are holding students accountable and giving them ownership over their learning.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Through the Learning Loss Grant we are partnered with Urban Assembly, Strategic Inquiry, and CKing Education	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify stakeholders for district trainings for new and existing programs	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify stakeholders for best practices, methods, and strategies	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
8:05 PD time and access to resources	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Time for congruence	<input type="checkbox"/> by EPM

Commitment 2

	<input type="checkbox"/> by MYB
Time for committee meetings	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Time with Data liaison	by EPM by MYB
Utilize 8:05 to review/teach how to complete intervention and referrals and MTSS Teir 1, 2, 3.	by EPM by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
8:05 PD time	
Common meeting times	
KEY STRATEGY 3	

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Identify stakeholders for the data team that will facilitate the training	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Determine which data needs to be collected (assessments, attendance, and suspension rate)	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
8:05 PD time	

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 2

PD on strategies and methods	Sharing best practices	All stakeholders are using uniform instructional practices being successfully adopted and adapted across different classroom and grade levels, leading to widespread improvement.	
Congruence and vertical teams	Curriculum continuity across all grade levels	All stakeholders are working together to ensure student success. Seamless progress across all grade levels helps to avoid gaps and redundancies in student learning. Enhance professional collaboration that allows teachers to share insights and develop a more cohesive teaching strategy.	
Student Data	Compare student's fall MAP scores to the grade level expectations	An increase in student's MAP scores in math and reading. Students reaching their MAP goals that they set.	

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)	Winter MAP scores and i-Ready winter diagnostic 2	50% of our class will meet typical growth targets	

Commitment 2

End-of-the Year Targets	Spring MAP scores and i-Ready Spring diagnostic 3	70% of our class will meet typical growth 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	How much support do the adults at your school give you?	77%	82%	
Staff Survey	When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	89%	92%	
Family Survey	How well do the teaching styles of your child’s teachers match your child’s learning style?	83%	85%	

COMMITMENT 3 Improving student achievement

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to increasing the number of students reading at grade level by the end of third grade by 10%.</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 Spring MAP data, 13% of 3rd grade students are in the 41st- 61st percentile and 13% of students are above the 60th percentile for reading.</p> <p>Emphasis in early school is on learning to read whereas by grade 3 students can now apply their foundational skills to support content literacy. Students must be reading at grade level to succeed on the state test. We envision closing the achievement gap. Research shows that students reading on grade level by the end of third grade have a better chance of success at college and career readiness which will in turn work to close the achievement gap. Increasing family involvement will promote positive, stronger, and more meaningful relationships between home and school. This will lead to increased participation at school events, workshops, and surveys. Family and parental involvement leads to better outcomes regardless of the family’s ethnic background or socioeconomic status.</p> <p>We envision a strong active PTSA that embodies our school motto, “we can, and we will together!” Parent and community outreach will help students succeed.</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

Commitment 3

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>
Utilize research-based assessment in all grades	Expand	Research based programs have been proven to demonstrate significant growth outcomes. We will continue to utilize individual MAP goal setting for reading and math. We will also utilize DIBELS (Dynamic Indicator of Basic Early Literacy Skills) assessments to inform instruction. Research has proven that early intervention and targeting the key skills of the foundations of reading will increase successful outcomes for grade level proficiency.
Increase family involvement opportunities	Expand	The Panorama Survey demonstrates that approximately 32% of staff yearns to increase parent involvement.
Refine the full staff meeting schedule to optimize training time for staff	Refine	Vertical planning and curriculum pacing to create a sense of cohesion across grade level and specialty area teachers to share best practices. Communicate ongoing conversations regarding students' achievements and needs.

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	Utilize research-based assessment in all grades.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		
		When will this be in place?
Teachers review MAP data from the previous school year. Teachers will assess their students through MAP and iReady to determine what was retained/lost during the summer.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students and teachers to create attainable MAP goals for the Winter MAP assessment.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 3

Teachers to be trained on how to implement the DIBELS assessment and how to use the data acquired. Teachers will then use DIBELS to assess students and determine next steps.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers will utilize the prep sub to implement technology-based programs based on assessment data (Nearpod, iReady Math, IXL, Lalilo).	by EPM by MYB
Teachers will utilize item analysis to identify deficient skills and implement technology-based lessons to support students.	by EPM by MYB

Scheduling, Professional development time for training.

KEY STRATEGY 2 Increase family involvement opportunities

IMPLEMENTATION

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

When will this be in place?

Creating incentives for getting families involved in the PTSA.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Planning and implementing nights where students' families are welcomed into the building for various reasons – academic, celebrations	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Incorporate Family Nights (multi-cultural night, game night, pasta night, etc.)	by EPM by MYB
Leverage Clever at home (using books on Clever, iReady, Lalilo, etc).	by EPM by MYB
Implement Parent Academy by supporting parents during dismissal to utilize Clever, Class Dojo, and Power School.	by EPM by MYB
Implement DEAR time and Library Card Competition.	by EPM by MYB

RESOURCES

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

Schedule, space, money

KEY STRATEGY 3 Refine the full staff meeting schedule to optimize training time for staff

IMPLEMENTATION

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

When will this be in place?

Utilize a cycle of 4 topics: full staff information, professional programs, committees, and grade level.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Utilize grant and district partners for professional development opportunities and training.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Community volunteers, planning time, money

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>)
Utilize research-based assessments in all grades	MAP and DIBELS Data	100% of classes completed the DIBELS assessment and Fall MAP. Data analysis of the DIBELS assessment.	
Increase family involvement opportunities	PTSA member enrollment	Increased member enrolled with all office position filled	
Refine the full staff meeting schedule to optimize training time	Full faculty meeting schedule	A full year, tentative full staff meeting schedule provided to all staff members	

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)	Winter MAP and DIBELS Data	An improvement in student scores.	

Commitment 3

End-of-the Year Targets	Spring MAP	An improvement in student scores.	
--------------------------------	------------	-----------------------------------	--

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	At your school, how much does the behavior of other students help your learning?	54%	64%	
Staff Survey	How supportive are students in their interactions with each other?	59%	69%	
Family Survey	How comfortable is your child in asking for help from school adults	67%	77%	

COMMITMENT 4

Our Commitment Social and Emotional Well Being of Students

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to meeting the social and emotional components of learning to ensure students are safe and healthy and have tools and strategies to utilize when coming across challenges. As a result, we hope students are more available for learning and can take academic risks within the classroom.</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>According to the Panorama survey, only 67% of students have a sense of belonging in the school and 75% of students feel that there is a strong connection between teachers and students within and beyond the classroom.</p> <p>Teachers are reporting increasing challenges with behavior that interferes with their students' ability to access the learning environment.</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>
----------------------------	---	---

Commitment 4

PBIS Team	NEW X EXPAND REFINE	A fully operational PBIS Team resulted in a decrease of suspensions. We had more accessible behavioral data, and score on Tiered Fidelity Inventory was higher compared to when PBIS team was not meeting. Next year, the team will meet monthly to carry out devised steps of action plans.
Tier 1 Social-Emotional Curriculum	NEW X EXPAND REFINE	Research shows that universal SEL interventions develop social and emotional skills and are very effective in improving students' skill, attitudes, and academic performance. This strategy will be expanded so that all teachers are utilizing Nearpod and/or BrainPOP SEL lessons weekly.
Westchester Jewish Community Services KICS (Kids in Community Schools) Referrals	NEW EXPAND X REFINE	Students supported by the KICS program show improvement in academic performance and a decrease in suspensions. Teachers will identify at-risk students and meet with KICS staff monthly to make referrals and/or track progress.

Implementation

KEY STRATEGY 1	PBIS Team
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Expansion of the PBIS Committee will occur in September via prescheduled monthly meetings.	by EPM by MYB
Review the developed action plan to assign team members to the tasks to be completed	by EPM by MYB
Team will meet with administration once a month to review progress and get approval for planned steps	by EPM by MYB
Carry out assigned tasks and review behavioral data, when possible, to make data-informed decisions	by EPM by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Professional Development time for committee members to meet. Coverage for members on the PBIS Team	
A quiet location, time to meet at least once a month, staff members willing to join the team, and laptops for working	

Commitment 4

KEY STRATEGY 2	Tier 1 Social-Emotional Curriculum	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Coordinate with administration to establish a time for school-wide SEL to occur		by EPM by MYB
Create an age-appropriate schedule that outlines the SEL skill of the month along with recommended lessons from BrainPOP and/or Nearpod		by EPM by MYB
Teachers will then deliver SEL lessons according to the schedule		by EPM by MYB
Urban Assembly team members will conduct observations of SEL lessons to provide feedback to teachers		by EPM by MYB
Administration will conduct whole staff 8:05 to elicit feedback on schedule and delivery of SEL lessons		by EPM by MYB
Implement Middle School Scholars for the “Seal of Civic Readiness” program (morning greeters, cafeteria breakfast help, school patrol, etc.)		by EPM by MYB
Create “B Board” to demonstrate student understanding of the 4B’s through student work.		by EPM by MYB
Partner with Gorton (work- based learning, health and wellness fair, St. Joseph’s, etc).		by EPM by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
PD on SEL lessons, access to digital tools, teacher buy-in, admin approval of dedicated SEL time slot in weekly lessons	

KEY STRATEGY 3	WJCS KICS Referrals	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
KICS will provide the staff with a Professional Development opportunity where they will share their program's goals and how they can assist staff members in meeting the students' social and emotional needs. KICS members will describe the process teachers can follow to refer students who need more support.		by EPM by MYB

Commitment 4

Teachers will identify at-risk behavioral students during their grade level meetings	by EPM by MYB
Teachers will coordinate with KICS staff and PPS staff monthly to discuss progress of students and to make referrals	by EPM by MYB
Teachers and/or KICS will reach out to parents to gauge interest in this support and KICS will conduct intake process	by EPM by MYB

RESOURCES

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

Planning time and scheduling, available KICS clinicians

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>)
PBIS Team	PBIS TFI data	Increase in TFI score from previous year	
Tier 1 Social-Emotional Curriculum	Number of suspensions, % of teachers utilizing SEL curriculum	Decreased number of out of building suspensions, in-house suspensions, and lunch detentions. >75% of teachers report using SEL in classroom	
WJCS KICS Referrals	Number of new students enrolled in KICS	Increased number of students who are enrolled in KICS and a decrease in incidents for enrolled students compared to before they were enrolled	

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.

Commitment 4

	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)	Suspension Data	Decrease by 5-10% from same time last year	
End-of-the Year Targets	Suspension Data	Decrease by 10-15% from same time last year	
	Panorama Survey Data	5% increase in student survey results across three core categories	

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	At your school, how much does the behavior of other students hurt your learning?	32%	22%	
Staff Survey	When you face challenges with a student, how supportive are the families?	35%	45%	
Family Survey	How much of a sense of belonging does your child feel at his/her school?	78%	85%	

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

Our Team's Process

<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>
Steve Naber	Principal	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Ashley Corral Gonzalez	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Jonathan Hernandez	Psychologist							6/7, 6/10
Jennifer Keating McSpedon	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Terri McCarthy	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Angela Petitti	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Sophia Tiso	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 6/10
Jennifer Vizcaino	Teacher	4/22	4/29, 5/1	5/6	5/8, 5/13	5/15, 5/20	5/29	5/13, 5/15, 5/20, 5/29, 6/3, 6/4, 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

The student interviews were an essential part in creating our team's plan. Students expressed a sense of belonging and support from staff. We found that with the assistance of PBIS, we can alleviate the negative influence of behavioral disruptions on the academic 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.

Next Steps

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.