



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Yonkers Public Schools	SCHOOL 23	PK - 8

## Collaboratively Developed By:

**The SCHOOL 23 SCEP Development Team**

**SCEP Team Members:**

**Michael Walpole, Carley Reidy-Schiavone, Angela Sassone, Rose Ann Alessy, Jessica Gonzalez, Ken Nasi, Jeanette Reynoso-Rivera Teasha Dougall, John Cardona, Elaine Shine, Misoti Lopez**

***And in partnership with the staff, students, and families of School 23.***

## 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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2023-24 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2023-24?</b></p>	<p>Improve NYS ELA Assessment Growth Percentage and Proficiency Rates for targeted subgroups as identified by NYSED that results in a transition to the status of a School in Good Standing</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>School 23 has the prevailing vision of producing students who are global citizens, ready for college and career, who learn and serve both the communities they come from and the future communities they may settle in. This emerged as a commitment for our learning community due to our designation by the New York State Education Department as an ATSI School for lack of ELA Growth and Proficiency for our identified subgroups. Those subgroups need to strengthen ELA literacy components in testing grades 3-8. Through student interviews, and consultation with "How Learning Happens" and "The Equity Self-Reflection" documents, we concluded that ambitious instruction will support and advance diversity, equity and inclusion and allow all learners the opportunity to grow academically. Our commitment reflects our goal of striving for equity in all classrooms by respecting and empathizing with all learners and their unique abilities, in spite of socioeconomic or ethnic background . This also compliments the overall school objective of providing a meaningful educational progression from PK-8<sup>th</sup> Grade that that develops students' identities and uses their personal experiences for learning opportunities.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>In conjunction with NYS 3-8 ELA Data and PK-8 standardized diagnostic data, School 23 administrators and staff will engage in ongoing analysis to consistently adjust instruction to meet the diverse needs of all learners.</b>	The strategy entails providing this data to administrators, teachers, and our data team to identify current subgroups in each class and each grade-level. Administrators, teachers, data liaison and data team will analyze state and local data measures to pinpoint the subskill areas where students need development Flexible scheduling, differentiation techniques, and increased academic support will then be implemented to assist in their development.	We will be able to gauge improvements by implementing timely informal and formal assessments on the adapted content for students, along with review and revisions based on Benchmark, Datamate, Achieve 3000 and NWEA MAP assessment data, along with teacher-made assessment material. We will also establish a data team to meet regularly and support data -driven instruction	<ul style="list-style-type: none"> <li>-Flexible scheduling</li> <li>-Standard scheduling of instructional based technology</li> <li>-Grade-level Congruence</li> <li>-Providing planning time for grade-level teachers and reading teachers</li> <li>-Supervision of quality literacy periods and differentiated groupings within the classroom</li> <li>-Extended Learning Time Grant - Daily</li> </ul>
<b>Implement initial Datamate, NWEA</b>	The strategy entails implementing timely, quarterly assessments for students that	Improvements will be gauged through growth on	-Professional development for

Commitment 1

<b>MAP and Benchmark assessments to gauge ELA and literacy levels</b>	can be disaggregated to reveal current levels of proficiency and gaps in subskills areas that need improvement. Teachers must adjust instruction and strategies based on data each quarter	the above formal assessments, in conjunction with increased proficiency on teacher-made informal and formal assessment. Lexile-level analysis will be completed by each teacher to formulate groupings	teachers on how to analyze Benchmark, Datamate, and NWEA MAP Assessments effectively.  -Congruence time to develop instructional planning techniques.  -Flexible, timely scheduling to ensure quality data
<b>Flexible scheduling to increase literacy skills acquisition for targeted subgroups who are in need of ELA improvement</b>	The strategy entails creating a schedule for targeted students that enables increased time and support for instruction in ELA and Literacy implementation in denoted subskill areas in need of improvement. Students will be provided reading interventions with our Reading Specialist, along with the creation of a “Small Group Instruction” class each day that focuses on homogenous, leveled groupings of students	-Improvements will be gauged based on increased engagement for targeted students. Improvement would also be evident on formal and informal assessment  -Lexile Level increases  -Formal and informal observation in all subject areas made by administration to supervise the implementation of the goals	-Flexible scheduling to accommodate the initiative  -Collaboration between classroom teacher and reading specialist.
<b>Infusing relevant texts and curriculum adjustments that compliment students</b>	The strategy entails integration of new texts, programs and curriculum from the district that reflect the diversity and backgrounds of the subgroups that make	-Improvements will be based on participation and completed assignments	-Budget that includes the purchasing of culturally relevant texts chosen by the school

Commitment 1

<b>cultural and racial backgrounds</b>	up our student population. This will also entail ensuring that instructional staff is leveraging literacy tasks that support this strategy across all subject areas.	through teacher observation and grades. -Increase in blended, project-based and technology-based learning based on diverse and inclusive reading texts.  -Professional development that gives background on how to implement culturally relevant connections to specific curriculum content	from the district prescribed list of these books.  -8:05 schedule for professional Development for teachers on curriculum connections in this category

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	"Discuss connections between a reading text and real-life people or situations"	% 75
<b>Staff Survey</b>	"Students use data and text references to support their ideas"	% 75
<b>Family Survey</b>	"Involves parents in developing programs aimed at improving student academic outcomes"	% 75

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

- Increase in NYS ELA growth and proficiency scores that assist School 23 in meeting the district MIP goal and approach the target NYS MIP Goal
- Increase in grade-level reading proficiency by 3<sup>rd</sup> Grade
- Expansion of culturally and racially equitable reading texts recommended by the district that reflect the backgrounds of students in our school

## COMMITMENT 2

### Our Commitment

<b>What is one commitment we will promote for 2023-24?</b>	Improve NYS Math Assessment Growth Percentage and Proficiency Rates for targeted subgroups as identified by NYSED that results in a transition to the status of a School in Good Standing
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	School 23 has the prevailing vision of producing students who are global citizens, ready for college and career, who learn and serve both the communities they come from and the future communities they may settle in. This emerged as a commitment for our learning community due to our designation by the New York State Education Department as an ATSI School for lack of Math Growth and Proficiency for our identified subgroups in Grades 3-8. Through student interviews, and consultation with "How Learning Happens" and "The Equity Self-Reflection" documents, we concluded that ambitious instruction will support and advance diversity, equity and inclusion and allow all learners the opportunity to grow academically. Our commitment reflects our goal of striving for equity in all classrooms by respecting and empathizing with all learners and their unique abilities, in spite of socioeconomic or ethnic background. This also compliments the overall school objective of providing a meaningful educational progression from PK-8 <sup>th</sup> Grade that that develops students' identities and uses their personal experiences for learning opportunities.



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>In conjunction with NYS 3-8 Math Data and PK-8 standardized diagnostic data, School 23 administrators and staff will engage in ongoing analysis to consistently adjust instruction to meet the diverse needs of all learners.</b>	<p>The strategy entails providing this data to administrators, teachers, and our data team to identify current subgroups in each class and each grade-level. Administrators, teachers, data liaison and data team will analyze state and local data measures to pinpoint the subskill areas where students need development flexible scheduling, differentiation techniques, and increased academic support will then be implemented to assist in their development.</p> <p>The strategy also entails creating professional development for teachers to ensure that all math learning tasks are challenging to students, require mathematical discourse and promote inquiry</p>	<p>We will be able to gauge improvements by implementing timely informal and formal assessments on the adapted content for students, along with review and revisions based on Datamate, i-Ready and NWEA MAP assessment data, along with teacher-made assessment material. We will also establish a data team to meet regularly and support data -driven instruction</p> <p>-Increase in group problem-solving tasks</p> <p>-Increased opportunities for productive struggle.</p>	<p>-Flexible scheduling</p> <p>-Standard scheduling of instructional based technology</p> <p>-Grade-level Congruence</p> <p>-Providing planning time for grade-level teachers and reading teachers</p> <p>-Supervision of personalized math instruction</p> <p>-Differentiated groupings within the classroom</p> <p>-Extended Learning Time Grant - Daily</p>

Commitment 2

<b>Implement initial Datamate, NWEA MAP and iReady assessments to gauge Math and fluency levels</b>	The strategy entails implementing timely, quarterly assessments for students that can be disaggregated to reveal current levels of proficiency and gaps in subskills areas that need improvement. Teachers must adjust instruction and strategies based on data each quarter	Improvements will be gauged through growth on the above formal assessments, in conjunction with increased proficiency on teacher-made informal and formal assessment.	<p>-Professional development for teachers on how to disaggregate and effectively use i-Ready, Ready Math, eMath, Datamate, and NWEA MAP Assessments effectively.</p> <p>-Flexible, timely scheduling to ensure quality data</p>
<b>Flexible scheduling to increase math fluency skills acquisition for targeted subgroups who are in need of Math improvement</b>	The strategy entails creating a schedule for targeted students that enables increased time and support for instruction in Math to gauge a needs analysis by domain. Students will be assisted by a math Teaching Assistant on a rotational basis. A “Small Group Instruction” class each day that focuses on homogenous, leveled groupings of students in an identified subgroup	<p>-Success will be gauged through expected growth and stretch growth on i-Ready Assessments.</p> <p>-Improvement would also be evident on formal and informal assessment</p>	<p>-Flexible scheduling to accommodate the initiative</p> <p>-Utilizing instructional technology daily in math</p> <p>-Collaboration between classroom teacher and teaching assistant</p>
<b>Collaboration with Bank Street College</b>	The strategy entails collaborating with Bank Street to assist in formulating effective practices in the math classroom that encourage successful outcomes for identified subgroups. The improved practices are based on previous studied data and then trialed in the classroom for three-week PDSA (Plan/Do/Study/Act)	Improvements will be based on growth assessments given throughout the three-week PDSA Cycles that will reveal improvement in scores and skills observed and discussed with	<p>-Continued funding for Bank Street collaboration</p> <p>-Improved classroom technology to support this initiative (laptops,</p>

Commitment 2

	Cycles. They are then reviewed for effectiveness based on growth or non-growth of the strategies.	participating teachers and their Bank Street coach	interactive projectors, etc..)

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	"Apply math situations to life outside school"	% 75
<b>Staff Survey</b>	"Students use data and text references to support their ideas"	% 75
<b>Family Survey</b>	"Involves parents in developing programs aimed at improving students academic outcomes"	% 65

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

- Increase in NYS Math growth and proficiency scores that assist School 23 in meeting the district MIP goal and approach the target NYS MIP Goal
- Increase in group problem solving tasks across grade-levels
- Increase in teaching strategies that target connections to students' "real-life" math experiences
- Bank Street Student Voice Survey for feedback on our commitment to assessment growth and proficiency rates

## COMMITMENT 3

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

### Our Commitment

<b>What is one commitment we will promote for 2023-24?</b>	<p>School 23 will lower the chronic absenteeism rates to maximize engagement in rigorous instruction, supporting academic growth, and achievement.</p>
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The school's vision is committed to strengthen student responsibility. Students will report to school and classes regularly, prepared to learn and take an active role to lead their learning.</p> <p>According The Five Essentials Survey and the chronic absenteeism report, students need to improve their attendance.</p> <p>This commitment is related to the how learning happens document and the equity self- reflection as regular attendance is essential to students gaining the academic, social and emotional skills needed to thrive. Attendance data can be used to identify which students have lost the most opportunities to learn.</p> <p>School 23's attendance rate is 86%</p> <p>The school community will monitor data, promote regular attendance, and nurture student engagement to assist families. We will identify and address the obstacles that prevent students from getting to school each day.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Identify root causes of chronic absenteeism for students at School 23</b>	Interviewing and addressing families and students who were identified as chronically absent during the 2022-2023 School Year	<ul style="list-style-type: none"> <li>-Monitoring attendance rates of those specific students.</li> <li>-Parent communication with school counselor</li> </ul>	<ul style="list-style-type: none"> <li>-Powerschool Attendance Data</li> <li>-IPR Data of students in this category</li> </ul>
<b>Schoolwide campaign on the importance of daily attendance and how it equates to academic success</b>	<ul style="list-style-type: none"> <li>-Principal's message of increased annual attendance rates to staff, students and parents at School 23.</li> <li>-School assemblies for students to promote the importance of daily attendance</li> <li>-Daily, Weekly and Monthly incentives for students and classes who show improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in attendance rate</li> <li>-Increased parental involvement</li> <li>-Consistent schedule of assemblies that address students and their attendance.</li> <li>-Consistent distribution of rewards for students who meet the expectations for incentives</li> </ul>	<ul style="list-style-type: none"> <li>-Schedule of assemblies</li> <li>-Schedule for distribution of rewards</li> <li>-Attendance committee</li> <li>-School 23 Brochure on importance of attendance</li> <li>- Utilizing funds to purchase incentive rewards</li> </ul>
<b>Implementation of MTSS to provide a multi-tiered approach for students trending</b>	<ul style="list-style-type: none"> <li>-identifying potential chronic absences and communicating the negative impact on academic growth with parents</li> <li>-Notification by school counselor of attendance status to parent and</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher assessment for diagnostic purposes</li> <li>-Scheduled meeting to review improvement or lack</li> </ul>	<ul style="list-style-type: none"> <li>-PST Team</li> <li>-Regular Formative Assessments</li> </ul>

Commitment 3

toward chronic absence	conveying the implementation steps for improvement	of improvement for identified students -Adjustment of instruction and increased interventions by our PST	Scheduled time for MTSS meetings and review -System of communicating status to parents
<b>Social-Emotional / Culturally Responsive Professional development for teachers by school-based support staff (School Psychologist, Social Worker, Guidance Counselor)</b>	The strategy entails utilization of School 23 expert support staff personnel providing relevant and current strategies on mental and social emotional health topics that teachers can utilize within their classrooms with students.	Success will be gauged through administrative teacher observation of learned strategies in classrooms along with improved academic and attendance data due to improved social emotional health	-Consistent administrative observation schedule to ensure implementation of the initiative - Full-time guidance counselor

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

- Attendance rate that exceeds 90%



## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2023-24?</b>	Continue to increase parent support and involvement at School 23 to cultivate collaborative home to school environment for maximum learning and social/emotional wellness
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>School 23's vision is to have ongoing collaboration with parents and guardians that strengthens their child's academic and social emotional well-being. School 23 has succeeded in establishing and developing a functioning PTSA over the past year. Our goal is to continue the narrative this year as we understand that an organized and involved PTSA has the utmost benefits for our students and overall school program.</p> <p>This commitment is influenced by the fact that "adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential." This commitment fuses perfectly with our previous commitments to collaboration with the community in "supporting healthy, supported development." PTSA involvement will also assist us in accomplishing commitment #3 of increasing attendance rates.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Promotion of the benefits of joining the PTSA for staff, parents and families</b>	Developing a school-wide campaign to promote involvement of parents to join and be active in our PTSA	<p>Success will be gauged by the number of parents that continue to sign-up for membership, along with a consistent PTSA meeting schedule, where ideas are exchanged between all stakeholders to benefit students throughout the year</p> <p>-Family Theme Nights/Events that invite parents into our school</p> <p>-Parent Teacher Nights</p>	<p>-Parents and Guardians of School 23 students.</p> <p>- Administrators, Teachers and staff at School 23</p> <p>-District YCPTA liaisons for support and guidance</p>
<b>Develop increased communication between parents/teachers/administrators at School 23</b>	Continuing the use of communication tools between parents and teachers for daily information (ZOOM, Class Dojo, Blackboard Connect ED), along with	-Teacher logs of communication with parents resulting in less call with inquiries from parents to our Main Office. Increased	-Administrators, Teachers and support staff at School 23

Commitment 4

	increased, timely updates on academic status of students.	satisfaction on “effective communication” in the tri-annual 5Essentials Survey -Parent/Teacher Conferences -Increased parental involvement on our School-Based Decision Making Committee	- District YCPTA liaisons for support and guidance  -Technology to utilize communication platforms  -SDM Monthly Meetings
<b>Monthly administrator/ teacher data and informational presentations for parents</b>	Formulating a monthly schedule for teachers to report to parents on academic progress of students and initiatives taking place in their classrooms. Administrators will give monthly reports to parents on the progress of the overall school program and communicate with parents on questions or concerns they may have at that time.	-Success will be gauged by parent satisfaction regarding updates and communication. Results given through the 5Essentials Survey.	-Flexible scheduling from administration and teachers  -Technology to utilize communication platforms  -District public relations department
<b>Parent/Student/ Teacher surveys that assess the educational and social emotional supports at School 23</b>	Scheduling a tri-annual survey of students (5Essentials), teachers and parents that gauges the efficacy of the educational and social emotional programs and supports given at School 23.	The results of the surveys will enable the school to gauge its effectiveness and shed light on the necessary adjustments needed to improve the said programs.	-District Testing and Assessment Office  -Parents, students and teachers of School 23  -School-based support Team to formulate adjustments to

Commitment 4

			current SEL Plans if necessary

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	"Believing it is important to attend school everyday"	% 95
<b>Staff Survey</b>	"Involves parents in the development of programs aimed at improving students' academic and attendance outcomes"	% 75
<b>Family Survey</b>	"Volunteered time to assist the school"	% 50

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

#### Commitment 4

- Increased membership and involvement of PTSA members at School 23
- Increased events to bring parents into the school throughout the year
- Establish and schedule monthly “talks” by administrators, teachers, and support staff that provide updated information on School 23 and student academic and social emotional status
- Increased involvement of “parent voice” on educational and curriculum decisions at School 23

## 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.

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### 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

## ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	



## 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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
MICHAEL WALPOLE	PRINCIPAL
CARLEY REIDY-SCHIAVONE	ASSISTANT PRINCIPAL
ANGELA SASSONE	4 <sup>TH</sup> GRADE TEACHER / YFT REP.
ROSEANN ALESSY	TITLE I READING TEACHER
JESSICA GONZALEZ	SECONDARY ELA TEACHER
JOHN CARDONA	PUBLIC SAFETY OFFICER
ELAINE SHINE	OFFICE OF SCHOOL IMPROVEMENT
KENNETH NASI	6 <sup>TH</sup> GRADE ELA TEACHER/DATA LIAISON
JEANETTE REYNOSO-RIVERA	SCHOOL COUNSELOR
MISOTI LOPEZ	PTA PRESIDENT

## Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## 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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document

## Learning As A Team

### Directions

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

#### Student Interviews

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

#### Equity Self-Reflection

**Describe how the Equity Self-Reflection informed the team's plan**

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2023.

**TSI Schools:** 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.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2023-24 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2023-24 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2023-23 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.