



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers	PEARLS Hawthorne School	Pre-K to 8

### Collaboratively Developed By:

The PEARLS SCEP Development Team

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*And in partnership with the staff, students, and families of PEARLS Hawthorne School*

## Guidance for Teams

### Template

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

### Prior to Writing the Plan

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

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

### Commitments

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

### Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

## Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

## Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Intervention**

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

<b>Evidence-Based Intervention Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

## 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:

<b>Evidence-Based Intervention Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</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>	

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>PEARLS is committed to identifying and addressing the barriers to regular attendance faced by our students.</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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Chronic absenteeism undermines our mission to provide every student with a quality education and equitable opportunities for growth and achievement. Through conversations with SDM, we noted that absences are correlated to health-related issues, school climate, and engagement. Further analysis into root causes will be necessary. School-based initiatives that were successfully implemented in 2023- 2024 included early warning monitoring systems, attendance initiatives, and rewards. As of June 2024, 16.23 of our students are chronically absent. We will continue to examine best practices for expansion, as well as a complete asset mapping of resources within the district that can support all schools.</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><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?  <i>Consider both data trends observed and student interview responses.</i>   <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Create an early warning system to have a systematic approach to identifying and supporting students who display symptoms of chronic absenteeism.</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Chronic absenteeism is associated with lower academic performance as well as future disengagement and chronic absence. Chronic absence data can be used to identify students at risk for school failure and students who could benefit from additional supports. Inform arrival staff who is chronically absent and celebrate and encourage each student when they arrive at school.</p>
<p>Develop mentor programs including MBK and MSK to provide a range of supports and establish an ongoing</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>MBK and MSK worked to establish a positive relationship between students displaying symptoms of risk and caring adults, such as school administrators, teachers and other support staff. Teachers will send a message via their</p>

Commitment 1

positive relationship between a student and a caring adult.		communication tool to check on students who are absent.
Create awards and incentives for perfect attendance and most improved attendance.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	One strategy for improving attendance is engaging students, parents, educators and community members in a campaign that offers positive rewards for getting to school on-time. Expand school-wide celebrations and spirit events to encourage student participation in school.
Work with Executive Director of Science and Instructional Technology to identify key resources student can use when absent to prevent learning loss.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will introduce specific platforms and strategically assign chronically absent students assignments prevent or lessen the loss of learning from being absent.

## Implementation

<b>KEY STRATEGY 1</b>	Create an early warning system to have a systematic approach to identifying and supporting students who display symptoms of chronic absenteeism.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<b>During common planning teachers and administration will review early warning signs regularly throughout the school year to identify at-risk students before the negative outcome occurs.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>PST members will reach out to identified students and determine barriers and school-based support plans will be created.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>All stake holder will consistently monitor interventions that have been implemented and make revisions as need throughout the school year.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<b>Parent workshops for identified at risk students to decrease chronic absenteeism and create a partnership between the school and parent.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<b>PowerSchool, Cumulative Record Cards and Student Records</b>	

<b>KEY STRATEGY 2</b>	Develop mentor programs including MBK and MSK to provide a range of supports and establish an ongoing positive relationship between a student and a caring adult.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 2? What steps are involved?	
<b>Students who are at risk for chronic absenteeism will be identified and encouraged to participate in the MBK and MSK program at PEARLS.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Create regular opportunities for student identified for MBK and MSK to meet with their mentors. Students who meet regularly with their mentors also were less likely than their peers to skip a day of school.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

<p><b>Integrate a Check &amp; Connect framework of mentoring aimed toward reducing chronic absenteeism. The “Check” component is including frequent monitoring of student performance and progress. The “Connect” component involves staff giving individualized attention to students while coordinating with other school staff, family members.</b></p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff	

<b>KEY STRATEGY 3</b>	Create awards and incentives for perfect attendance and most improved attendance.
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 3? What steps are involved?	
Recognition during morning announcements.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Certificate/award at student assembly.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Traveling trophy for grade-level homeroom with best monthly attendance.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Age-appropriate rewards for most improved Attendance.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Awards, incentives and PowerSchool	

<b>KEY STRATEGY 4</b>	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1,2 & 3	Attendance Date	A decrease in school-wide in the number of students who are Chronically Absent by 10% during the 24-25 school year.	

### 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)
<b>Mid-Year Benchmark(s)</b>	Attendance Data	Decrease the chronic absenteeism rate by 5%.	
<b>End-of-the Year Targets</b>	Attendance Date	Decrease the chronic absenteeism rate by 5%.	

### 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	Desired response	What we ended up seeing (complete once)

Commitment 1

		(e.g., % agree or strongly agree)	(e.g., % agree or strongly agree)	<i>Spring survey results are available)</i>
<b>Student Survey</b>	How connected do you feel to the adults in your school?	28% Responded favorably	58% Respond favorably	
<b>Staff Survey</b>	How often do you meet in person with families of your students?	50% Responded favorably	70% Responded favorably	
<b>Family Survey</b>	To what extent do you children enjoy going to school?	72% Responded favorably	82% Responded favorably	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>PEARLS will expand the relationships with stakeholder involvement in the planning and implementation of the school-wide enrichment program. Beyond internal staff, PEARLS will seek to have external partners within the community.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>The Schoolwide Enrichment Model is an organizational plan designed to improve academic achievement, student engagement in the learning process, and infuse a more engaging brand of learning into their regular curriculum.</p> <p>Students have indicated in their surveys that they learn best when the tasks are interest-based, hands-on and require the use of manipulatives.</p> <p>The School Enrichment Model is built around a commitment to and a series of strategies for applying the pedagogy of gifted education to enrichment learning opportunities for all students. Students will be placed in an enrichment based on their choices, allowing for an equitable experience for all students.</p> <p>All learning experiences will consider the abilities, interests, and learning styles of the individual. Learning will be more effective when students enjoy what they're doing. Learning is more meaningful when content and process are learned within the context of a real problem, when students use authentic methods to address the problem, and when they want to have an impact on a real audience. This is how PEARLS students have expressed they would like to learn and feel they are most engaged.</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><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>The 24-25 schedule will provide opportunity for time blocks called</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND</p>	<p>The Schoolwide Enrichment Model is an organizational plan designed to improve academic achievement,</p>

## Commitment 2

<p>Enrichment Clusters. These clusters will serve as time set aside each week where students will be organized by common interests. Students will be together to pursue their interests using an investigative model of learning. Teachers will determine their enrichment time during the Opening of School Professional Development.</p>	<input type="checkbox"/> REFINE	<p>student engagement in the learning process, and infuse a more engaging brand of learning into their regular curriculum.</p> <p>Parents indicated on the Panorama Survey that more interesting and creative assignments would help their child engage more in school.</p> <p>Only 44% of parents felt that the activities offered at the school met their child’s interest.</p>
<p>Planned parent involvement will be facilitated through a parent survey. Parents will be asked to share an area or topic they could facilitate for an Enrichment Cluster.</p> <p>Example: Local Parent Artist/Coding</p>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>On the Panorama Survey parents suggested, “Make the assignments interesting, maybe multi-sensory, create projects, get parents involved to create connections with their kids.”</p>
<p>Administration and Teachers will seek out partnerships within the Yonkers Community that will complement or provide a theme for their Enrichment Cluster.</p> <p>Example: Lionsgate/Jacob Burns/Microsoft/Yonkers Arts/Humanities Project/Yonkers History Society</p>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>Only 47% of students feel their teachers seem excited teaching their class. Creating Community Partnerships will lead to higher engagement and interest from the teachers and students in the curriculum.</p>
<p>During the Documentary Enrichment block students will create PSAs about PEARLS and what it means to be gifted.</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>PSAs will support the indicative to expand community knowledge of the PEARLS program and built new partnerships.</p>
<p>Hold Career Days bimonthly to engage community member and parents.</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Bimonthly students will learn about various careers through a fair. This will foster relationships with parents and community business.</p>
<p>Build a partnership with the Better Business Bureau to expand enrichment topics.</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Create possible projects and internships for Middle School Enrichment.</p>
<p>Hold Enrichment Exhibition at the end of the year.</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Students will present their enrichment projects and hold a school-wide exhibition of their work.</p>

## Implementation

### KEY STRATEGY 1

The 24-25 schedule will provide opportunity for time blocks called Enrichment Clusters. These clusters will serve as time set aside each week where students will be organized by common interests. Students will be together to pursue their interests using an investigative model of learning. Teachers will determine their enrichment time during the Opening of School Professional Development.

### IMPLEMENTATION

What is our plan for implementing Key Strategy 1? What steps are involved?

When will this be in place?

Commitment 2

Teachers will review their schedules and determine a day and time block to have Enrichment Clusters.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers will submit their Enrichment Cluster Schedule.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teacher will facilitate Enrichment clusters throughout the year and create a culminating task.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

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

24-25 Schedule

<b>KEY STRATEGY 2</b>	Planned parent involvement will be facilitated through a parent survey. Parents will be asked to share an area or topic they could facilitate for an Enrichment Cluster. Example: Local Parent Artist/Coding
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**IMPLEMENTATION**

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

When will this be in place?

Students will take and submit a survey for teachers to determine possible themes for the Enrichment Clusters.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Parents will be given a survey in which they can share their availability and area of expertise.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Parents can volunteer to support a specific Enrichment Cluster.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

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

Student and parent survey

<b>KEY STRATEGY 3</b>	Administration and Teachers will seek out partnerships within the Yonkers Community that will complement or provide a theme for their Enrichment Cluster. Example: Lionsgate/Jacob Burns/Microsoft
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**IMPLEMENTATION**

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

When will this be in place?

Administration and teachers will look for possible partnerships with community programs that support the school-Wide Enrichment Program	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers and administration will collaborate during PLC time to formulate a final list of Enrichment Clusters using the information gathered from students, community partners and parents for each grade-level.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Through parent, community and high school partnerships, students will participate in weekly Enrichment Clusters. Clusters will be directed toward producing a product,	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 2

<b>delivering a service or presentation for a real-world audience. All grades will be involved in facilitating the clusters. Adult involvement in any particular cluster should be based on the same type of interest assessment that is used for students in selecting clusters of choice.</b>	
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<b>Student survey and Community Partnerships</b>	

<b>KEY STRATEGY 4</b>	
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

**Progress Targets**

**Early Progress Milestones**

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1, 2, & 3	Student Engagement	Students will become more engaged in the learning.	

## Commitment 2

1, 2 & 3	Teacher Engagement	Teachers will become more engaged in the curriculum and support each other with new initiatives.	

### 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>
<b>Mid-Year Benchmark(s)</b>	Mid-Year Reflection Survey	Increase in teacher and student engagement.	
<b>End-of-the Year Targets</b>	Panorama Survey	Increase in students feeling their teachers are excited, colleagues are supportive of new initiatives and parents feel their children are motivated to learn.	

### 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>
<b>Student Survey</b>	How often do your classroom teachers seem excited teaching your class?	47% Responded favorably	57% Respond favorably	
<b>Staff Survey</b>	When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	41% Responded favorably	61% Respond favorably	
<b>Family Survey</b>	How motivating are the classroom lessons at your child's school?	57% Responded favorably	77% Responded favorably	

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>The school is committed to teachers implementing teaching practices from the Renzulli model for academically gifted and talented students using a theme/enrichment approach for all students. Teachers will provide a broad range of advanced-level enrichment experiences for all students including choice-boards. The enrichment activities will have a high level of engagement that is constructed around students’ interests, learning styles, and preferred modes of expression.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Although PEARLS is in good standing based on NYS ELA and Math proficiency levels. There is much improvement needed in the area of growth.</p> <p>Based on the 23-24 Fall to Winter MAP Growth Summary Report 5 out of 9 grade levels didn’t meet their grade-level norm projected growth targets in Math. 7 out of 9 didn’t meet their grade-level norm projected growth targets in ELA.</p> <p>Students stated they would like to have more hands-on learning experience. Many agreed interactive activities and project-based learning helped them understand difficult concepts.</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><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Teachers will administer the Fall NWEA Map Assessment and utilize the Achievement Status &amp; Growth Summary with Quadrant Chart to</p>	<p> <input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE                 </p>	<p>Based on the 23-24 Fall to Winter MAP Growth Summary Report 5 out of 9 grade levels didn’t meet their grade-level norm projected growth targets in Math. 7 out of 9</p>

Commitment 3

determine which students fall in to the high achieving/low growth quadrant.		didn't meet their grade-level norm projected growth targets in ELA.
Teachers will administer The Interest-A-Lyzer and All About Me: A Student Self-Assessment Scale of Executive Functions appropriate for their grade-level to gain insight on how to plan instruction and enrichment for the 24-25 school year.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Only 57% of parents felt that the lesson delivered were motivating to their child.
Teachers will develop a choice board for each unit of study.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students stated they would like to have more hands-on learning experience. Many agreed interactive activities and project-based learning helped them understand difficult concepts.

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

## Implementation

<b>KEY STRATEGY 1</b>	Teachers will administer the Fall NWEA Map Assessment and utilize the Achievement Status & Growth Summary with Quadrant Chart to determine which students fall in to the high achieving/low growth quadrant.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Teachers will administer the NWEA Map Assessment three times a year during the Fall, Winter and Spring testing window.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Teachers will run the Achievement Status & Growth Summary with Quadrant Chart to identify students for compacting.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers will review NWEA Map Assessment Data during weekly PLC meetings and adjust unit plans.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers will administer the Fall NWEA Map Assessment and utilize the Achievement Status & Growth Summary with Quadrant Chart to determine which students fall in to the high achieving/low growth quadrant.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
NWEA MAP Assessment Schedule/PLC Prep Schedule/Administration	

Commitment 3

<b>KEY STRATEGY 2</b>	Teachers will administer The Interest-A-Lyzer and All About Me: A Student Self-Assessment Scale of Executive Functions appropriate for their grade-level to gain insight on how to plan instruction and enrichment for the 24-25 school year.	
<b>IMPLEMENTATION</b>		<b>When will this be in place?</b>
What is our plan for implementing Key Strategy 2? What steps are involved?		
<b>Teachers will administer The Interest-A-Lyzer All About Me: A Student Self-Assessment Scale of Executive Functions at the start of the school year.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Teachers will use these assessment tools to develop enrichment activities, choice boards and projects for each unit of study.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Teachers will differentiation by interests, plan content, processing, and product based on student interests.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Increase student reflection on self-awareness. Students recognize their executive function strengths and challenges.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Students and teachers will use the results to set personalized goals for improvement.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<b>PLC Prep Schedule/Teachers/Administration</b>		

<b>KEY STRATEGY 3</b>	Teachers will develop a choice board for each unit of study.	
<b>IMPLEMENTATION</b>		<b>When will this be in place?</b>
What is our plan for implementing Key Strategy 3? What steps are involved?		
<b>Teachers will implement choice boards to offer an alternative to standard assessments and empowering students to choose how they show their mastery of a topic.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Students will be introduced into the process and teachers will get their input on how they'd like to demonstrate what they've learned. Student will become involvement in the creation of the choice boards increases their ownership and follow-through.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>Choice boards can be used in place of a homework packets giving students the autonomy to choose how they practice skills they learned during the school day.</b>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<b>Choice Boards</b>		

<b>KEY STRATEGY 4</b>		
<b>IMPLEMENTATION</b>		<b>When will this be in place?</b>
What is our plan for implementing Key Strategy 4? What steps are involved?		
	<input type="checkbox"/> by EPM	

Commitment 3

	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1,2 & 3	NWEA MAP, iReady, and Benchmark Fall Diagnostics Assessments	Teachers will analyze Fall NWEA Map, iReady Diagnostic, Benchmark Diagnostic to establish a benchmark data point for monitoring growth.	
1,2& 3	Interim iReady and Benchmark Assessments	Teachers will monitor and analyze interim assessments to determine students' progress and growth.	

### 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)

Commitment 3

<b>Mid-Year Benchmark(s)</b>	NWEA Map Winter Assessment	Teachers will run the Achievement Status & Growth Summary with Quadrant Chart to identify students who are moving to the high growth quadrant.	
<b>End-of-the Year Targets</b>	NWEA Map Winter Assessment	Teachers will run the Achievement Status & Growth Summary with Quadrant Chart to identify students who are moving to the high growth quadrant.	

**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	How often to do your classroom teachers seem excited teaching your class?	47% Responded favorably	57% Respond favorably	
<b>Staff Survey</b>	When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	41% Responded favorably	61% Respond favorably	
<b>Family Survey</b>	How motivating are the classroom lessons at your child's school?	57% Responded favorably	77% Responded favorably	

## COMMITMENT 4

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

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	Teachers will implement SEL practices in their daily instruction and homework practices.
<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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	The first sentence in the PEARLS mission statement reads, “The mission of PEARLS Hawthorne School is to provide a safe, nurturing, and holistic learning environment for our diverse population.”

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> 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>
Explicitly teach social emotional learning skills and embed social, emotional, and cognitive development in instruction and schoolwide practices.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Only 28% of students felt how connected to an adult at school.
Create social and emotional intervention practices: Schoolwide	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Only 26% of staff feel the attitudes of their colleagues are positive.
Examine teacher’s practice in regard to homework. Shift to a school-wide	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND	Less than half of the staff stated they “always” provide feedback when assigning homework.

Commitment 4

commitment to using homework as a “check for understanding.”	<input checked="" type="checkbox"/> REFINE	
Create a monthly pacing calendar with a specific SEL theme for each month.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	PEARLS will follow a school-wide SEL pacing calendar with aligned Nearpod lessons to be conducted in class once a week. The resources will be provided to the prep substitutes to support the initiative.

## Implementation

<b>KEY STRATEGY 1</b>	Explicitly teach social emotional learning skills and embed social, emotional, and cognitive development in instruction and schoolwide practices.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<b>Teachers will set aside a time and place to focus explicitly on social and emotional skill building.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Teach students how to recognize and manage their emotions, access help when they need it, and learn problem-solving and conflict resolution skills.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Capitalizing on teachable moments and reinforce more opportunities for children to practice the skills they are learning through explicit SEL instruction.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

<b>KEY STRATEGY 2</b>	Create social and emotional intervention practices: Schoolwide
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 2? What steps are involved?	
<b>Provide a tiered system of support, including individual counseling, group sessions, and mediation. Tailor interventions based on students’ needs and progress.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Teachers and administrators will collaborate with student the Student Support Team to provide monthly classroom visits and lessons.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Administration will allocate time during staff meetings to discuss SEL initiatives.</b>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<b>Foster a supportive environment where educators can learn from one another and stay informed about SEL developments.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<b>Teachers and the Student Support Team will integrate coping skills into the curriculum, teaching students practical techniques for managing stress, anxiety, and emotional challenges.</b>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<b>Staff</b>	

Commitment 4

<b>KEY STRATEGY 3</b>	Examine teachers practice in regard to homework. Shift to a school-wide commitment to using homework as a “check for understanding.”	
<b>IMPLEMENTATION</b>		<b>When will this be in place?</b>
What is our plan for implementing Key Strategy 3? What steps are involved?		
Review homework survey conduct during the 23-24 school-year to gain insight on the staff’s homework practices.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Using Building Thinking Classroom in Mathematics by Peter Liljedahl teachers will examine and adjust their homework practices and move toward a “check for understanding” approach.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Shift to a school-wide commitment to using homework as a “check for understanding.” Giving students only 2 to 4 questions that assess their understanding of the day’s lessons.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

<b>KEY STRATEGY 4</b>		
<b>IMPLEMENTATION</b>		<b>When will this be in place?</b>
What is our plan for implementing Key Strategy 4? What steps are involved?		
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

**Progress Targets**

**Early Progress Milestones**

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

## Commitment 4

*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> )
1 & 2	SEL daily lessons and Intervention Practices	Classroom observations	
3	Reduction and revision in homework practices	Classroom observation, Homework survey and Parent feedback	

### 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> )
<b>Mid-Year Benchmark(s)</b>	Mid-Year Reflections	Reflective questions on students and staff members sense of belonging.	
<b>End-of-the Year Targets</b>	Panorama Survey	How connected do you feel to the adults in the school? (Student) How positive are the attitudes of your colleagues? (Staff) How comfortable is your child in asking for help from school adults? (Parents)	

### Spring Survey Targets

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

Commitment 4

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	How connected do you feel to the adults in the school?	28% Responded favorably	58% Responded favorably	
<b>Staff Survey</b>	How positive are the attitudes of your colleagues?	26% Responded favorably	56% Responded favorably	
<b>Family Survey</b>	How comfortable is your child in asking for help from school adults?	54% Responded favorably	64% Responded favorably	

## 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](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Background

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

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

### Our Team's Steps

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

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

### Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Marwan Sayegh	Principal	11/14	5/14 5/30 6/15	3/12	6/6 6/17	6/12	5/14 5/30 6/15	
Mallory Alger	Assistant Principal	11/14	5/14 5/30 6/15	3/12	6/6 6/17	6/12	5/14 5/30 6/15	
Erin Gorman	Teacher	11/14	5/14 5/30 6/15	3/12	6/17	6/12	5/14 5/30 6/15	
Christine Murphy	Teacher	11/14	5/14 5/30 6/15	3/12	6/17	6/12	5/14 5/30 6/15	
Jennifer Chiazzese	Teacher	11/14	5/14 5/30 6/15	3/12	6/17	6/12	5/14 5/30 6/15	

### Our Team's Process

<b>Elizabeth Alvez</b>	Teacher	11/14	5/14 5/30 6/15	3/12	6/17	6/12	5/14 5/30 6/15	
<b>Ellie Schnorbus</b>	Parent	11/14	5/14 5/30 6/15	3/12	6/17	6/12	5/14 5/30 6/15	
<b>Moraide Naber</b>	CSEA Head Custodian		5/14 5/30 6/15	3/12			5/14 5/30 6/15	
<b>Antoinette Llyod</b>	CSEA Aide		5/14 5/30 6/15	3/12			5/14 5/30 6/15	

## Learning As A Team

### Directions

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

#### Student Interviews

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

Student interviews gave in-depth accounts of how children felt they learned best. They describe specific projects and tasks that they found engaging. Their responses gave greater insight to the responses from the 5 Essentials Survey. It supported our goals for gifted education and School-Wide Enrichment. Student responses also indicated that we need to continue our work with Social Emotional Learning and Culturally Responsive Teaching.

Schools in the ATSI and TSI model only

#### Subgroup Spotlight

**Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

#### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.